

**USING TIERED ACTIVITIES TO IMPROVE THE WRITING SKILLS OF
THE SEVENTH GRADE STUDENTS OF MTs N YOGYAKARTA 1
IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as a partial fulfilment of the requirements for the attainment of the
Sarjana Pendidikan Degree on the English Language Education



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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

2014

APPROVAL

**Using Tiered Activities to Improve the Writing Skills of
the Seventh Grade Students of MTs N Yogyakarta 1
in the Academic Year of 2013/2014**

A Thesis



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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 27 Oktober 2014

Penulis,


Tatik Sofiati

DEDICATIONS

I proudly dedicate this thesis to my beloved parents,

Muchson and Khotimah

My sisters and brothers

and

My friends

Thanks for your priceless love, supports and prayers.

MOTTOS

Therefore, surely there is ease with hardship. Undoubtedly, there is ease
with hardship

(Al-Inshirah:5-6)

“Good communication comes from people to people, but great communication
comes from people to Allah.”

“Success does not depend on your aptitude or your altitude. It depends on
your attitude.”

(Reza M. Syarief, PSK)

Don't only graduate on time, but also in the right time.

(Ustadz Muttaqien)

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Yogyakarta, October 27th, 2014

The writer

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ABSTRACT

This study was action research which aimed at improving the writing skills of the seventh grade students of MTs N Yogyakarta through tiered activities. The subjects of the research were the students of class VII D. This study was qualitative in nature. The data were collected by observing the teaching learning process, interviewing the students, and distributing the questionnaires. The actions consisted of tiering the level of difficulty, using interesting texts as input, giving more tasks on new vocabulary, giving more tasks on grammar, and giving clearer instructions. The data collected were analyzed by making qualitative descriptions. The students' writing scores were also provided to support the data. The validity of the research was accomplished by adopting five criteria of validity: democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

The result of the study showed that the use of tiered activities was able to enhance students' writing skills. Based on the qualitative data, the students were challenged by the task. Fast learners did not dominate the classroom. Besides, students could develop ideas easily due to the pictures provided. Next, they could gradually write in a proper grammar. In addition, their vocabulary mastery and learning motivation improved. The improvement of their writing skills was also proven by their achievement in the last post-test.

Keywords: tiered activities, improving writing skills, seventh grade students

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language has become a means of communication in all aspects of our lives, such as in education, technology, economics, politics, and tourism. Much information is conveyed in English. It indicates that English is a vital medium of communication that is widely used by people in the world. Therefore, English is seen as the language that everyone should master and students in the Junior High School are not exception.

English has become one of the school subjects, which is taught at Junior High Schools. The main objective of the English lesson is to motivate and support students in order that they will be ready and confident in learning English at higher levels (Depdikbud, 1995:1). However, English has been cut off from the school subject in Elementary School. In other words, English is no longer a compulsory subject in schools rather than a local subject (*muatan lokal*). It is not surprising that many students in Junior High School are not familiar with expressions, vocabulary, grammar, and all stuffs in English. Moreover, they rarely practice to write particularly in English.

According to the school-based curriculum (KTSP 2006) the process of teaching and learning English covers receptive and productive skills. Receptive skills consist of listening and reading, while productive skills include speaking and writing. In the Junior High School, those four skills should be mastered well.

In fact, the productive skills tend to be more difficult than receptive ones, especially writing skill.

Writing is one of the four language skills that need much attention because it is difficult enough. Richards and Renandya (2002:303) say that the most difficult skill for second language learners to acquire is writing. This argument is supported by Westwood (2008:57) that written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psycho-motor processes. In line with them, Brown (2001) states, the ability to write has become an indispensable skill in the global literate community. Besides, Harmer (2004:3) says that spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned. In fact, in the twenty-first century, command of good writing skills is increasingly viewed as important to equip students for success. The ability to communicate ideas and information effectively through the global digital network depends on good writing skills.

Teaching writing, therefore, is not an easy task. The teacher should understand what to teach, how to teach, and what students need. In addition, he/she should know how to motivate and increase students' interest in writing. It is absolutely necessary for the teacher to adjust the students' proficiency with their tasks.

Based on the preliminary observations at Class VII D of MTs N 1 Yogyakarta, some problems related to teaching learning process were identified. Firstly, the students' writing skills were low. It was found that their writing was

full of misspelling and grammatically incorrect. Secondly, they had difficulties in generating and developing ideas. In addition, they often failed to express their ideas in English because they used Indonesian context. The most important thing is they were given the task which was not well-matched with their own needs. The students' difficulty may be caused by inappropriate technique implemented in teaching and skills, particularly in the writing skills. The teacher did not set the task based on their level of difficulty. The teacher always gave the same task to the students. Their low motivation also worsened the writing skills.

Based on those problems, the researcher proposes tiered activity, one kind of differentiated instruction. It is a planning strategy for a mixed ability classroom. It provides students with multiple options for taking in information, making sense of ideas, and expressing what they learn (Tomlinson, 2001:1). Therefore, what students need will be suitable and match with their learning objectives. Fast and slow learners will be appropriately challenged.

Tomlinson (2001:101) also states that implementing tiered activities has some benefits.

1. Blend assessment and instruction
2. Allows students to begin learning where they are
3. Allows students to work with appropriately challenging tasks
4. Allows for reinforcement or extension of concepts and principles based on student readiness
5. Allows modification of working conditions based on learning style
6. Avoids work that is anxiety-producing (too hard) or boredom-producing (too easy)
7. Promotes success and is therefore motivating

Based on the solution above, the researcher is interested in conducting an action research entitled "Using Tiered Activities to Improve the Writing Skills of

the Seventh Grade Students of MTs Negeri Yogyakarta 1 in the Academic Year of 2013/2014”.

B. Identification of the Problem

After doing several things, the researcher found there were some factors which influenced the writing skills. The first factor was related to the teacher. The English teacher in MTs N Yogyakarta 1 has good English proficiency, since she graduated from English Education Department. She also passed her post-graduate degree. However, she did not implement an appropriate technique for a mixed ability classroom. She treated all students the same, in term of the activity/ the task. She did not set the activity based on the student's differences. In fact, they had different interest, readiness, and learning profile. Their needs were also varied. Therefore, the teaching writing was not done effectively because some students did not challenged by the activity.

Secondly, the problem was related to the students. Based on the interview on November 29th, 2013, in MTs N Yogyakarta 1, the researcher obtained some information about the students' problems related to writing skills. One thing was that they rarely read. It is impossible to have a good writing without reading a lot. Besides, they had limited vocabulary, so that when they had to write, they were confused how they put Indonesian sentences to English. Some of them did not get English in their elementary schools. In a mixed ability classroom, fast learners sometimes dominated in the classroom. Slow learners often were discouraged when they had to compete with fast learners. To cope with this problem,

sometimes the teacher asked those who have completed the task to wait for and ask them to keep the answer till others are ready with their own answers. Fast learners often have finished their work faster than others. It was time-consuming and boredom-producing when they had to keep waiting. Students' motivation in learning English was also low. Most of them considered English as the difficult subject to learn, especially writing, even for those who did not get English in their Elementary school. Their knowledge of English was limited. They were unfamiliar with all English stuff.

Thirdly, the problem dealt with the learning materials. The given materials were not suitable with students' interest, readiness, learning profile. The teacher gave the same materials to all students without taking into account all of their differences. Since they learnt in a mixed-ability classroom, the materials should be matched with their needs.

C. The Limitation of the Problem

Having discussed by the researcher and the teacher, the problem in this study limited on the learning materials, especially the activities/tasks used in the classroom. The researcher focused on class VII D. The texts types taught in this research were descriptive and procedure texts. Tiered activities were developed through the great emphasis on the process-how students go about making sense of ideas and information. The writing skills could be improved through this technique because the materials were suitable with the needs of different students.

D. The Formulation of the Problem

The problem of this research is formulated as follows: “How can tiered activities be implemented to improve the writing skills of the seventh grade students of MTs Negeri Yogyakarta 1 in the academic year of 2013/2014?”

E. The Objective of the Research

Based on the formulation of the problem, the objective of this research is to know how tiered activities can be implemented to improve the writing skills of the seventh grade students of MTs Negeri Yogyakarta 1 in the academic year of 2013/2014.

F. The Significance of the Research

The result of the research is expected to be a vital piece of information for the people who are concerned with the language learning, especially the following parties theoretically and practically.

1. Theoretical Significance

- a. For the English Department of State University of Yogyakarta

This study can be a reference related to the topic of writing and tiered activities.

- b. For future researchers

The research finding can be used as an input for other researchers who are interested in the similar field. It offers some information about improving the writing skills through tiered activities.

2. Practical Significance

a. For the teachers

This research can provide the English teachers a technique to breakdown students' problems in writing. It offers some specific procedures to improve the students' writing skills through tiered activities.

b. For the students

This research can give experience, assist and facilitate students with varied needs in improving their writing skills.

c. For the researcher herself

This study can give a valuable experience in language teaching and develop her mind to be a problem-solver.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Language Skills

a. Receptive Skills

According to Harmer (2007:265), receptive skills are terms used for reading and listening, skills where meaning is extracted from the discourse. Students get the input instead of producing language. Students will receive and gain a lot of information. Therefore, these skills are sometimes called as passive skills.

b. Productive Skills

Harmer (2007:265) said that productive skills are terms for writing and speaking, skills where students actually have to produce language themselves. These contrast strongly with the receptive ones. These are more active compared to the receptive skills. Students have to produce language in terms of spoken and written.

2. The Nature of Writing Skills

a. Definition of Writing

In the process of language learning, there are four skills that should be learnt. They are listening, speaking, reading, and writing. Out of the four language

skills, writing is categorized as one of productive skills along with speaking since they involve producing language rather than receiving it. (Spratt et al., 2005: 26).

The definitions of writing are variously stated by some experts. According to Sokolik (2003) in Linse, et al., (2005), writing is a combination of process and product. The process means the act of generating ideas and working with them until they are shown in a polished and comprehensible manner to readers. Writing is seen as a means of communication which is commonly used to express and impress (Nunan: 2003). It means that when writers compose writing work, they commonly have two main purposes. Firstly, the intention or desires to express the ideas or feeling they have in minds, or in other words, the written text is used to communicate the ideas to the readers or audience.

Similar definition stated by Wagner (2007) that writing is the process of selecting, combining, arranging, and developing ideas taken from oral, written, or electronically produced texts to demonstrate that you understand and are able to use this information for a variety of rhetorical purposes. Wallace (2004) says that writing is the final product after students learn some stages of writing separately. It means that to make the last product need some efforts. Students have to study the previous stages well, such as note-taking, identifying a central idea, outlining, drafting, and editing.

The characteristics of written language are as follows (Harmer, 2004).

- 1) The written language is permanent and its use exceeds time and space.

- 2) The audiences, i.e. the readers, are likely to be more general than those in spoken communication. They may also be represented as a type rather than as an individual.
- 3) There is a writing process which includes repetitive and multiple drafting. This gives the writer chance to plan and modify his/her writing before being presented as a final product.
- 4) The writing products involve the use of the typical paragraph construction which consists of a topic sentence, exemplification, perhaps exception or further exemplification, and a resolution or conclusion. It meant that the writings follow a defined discourse organization.
- 5) The sentences produced in written language are more complex than those in spoken language; most writings are made up of fully developed sentences, or complete sentences, rather than smaller chunks of language such as words and phrases.
- 6) Different from spoken language in which some paralinguistic features, i.e. gestures, stress, intonation and variation of tone or speed, are used to support the speakers' communication, written language uses punctuation, capital letters, underlining, and changing the order of clauses to show sentences and groups of words that are meaningful.
- 7) The language is usually well-organized. It consists of the use of correct spelling, accurate grammatical forms, and punctuation and layout that obey certain conventions. There is also no tolerance of error and reformulations

since the writing usually develop as a finished product. Thus, it should be absolutely clear and unambiguous.

b. Writing Process

According to Richards and Renandya (2002:315), the writing process consists of four major stages: planning, drafting, revising and editing, and three other stages namely responding (sharing), evaluating and post writing. The explanation of every stage is shown as follows.

1) Planning (pre-writing)

In this stage, the students are encouraged to write. Activities that can be employed are brainstorming, mind mapping, clustering, questioning, and fast writing. Those activities are used to stimulate thoughts and generate the ideas so that they can gather all information that will be useful for writing.

2) Drafting

Drafting focuses more on fluency rather than accuracy. It means that during the process of writing, the students do not pay much attention to the grammatical rules. However, students should focus on the content and the meaning of the writing to give direction to their writing.

3) Responding

Responding to students' work can be done by students or teachers. This stage is useful because they can get the feedback from the teachers or their friends so that they can make a better writing.

4) Revising

Based on the feedback given in responding stage, the students can review and re-examine their work. They not only have to check the language errors but also have to improve the global content and organization of ideas so that their message can be clearer to the reader.

5) Editing

Editing emphasizes on tidying up students' works to prepare the final draft for evaluation. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, examples and the like.

6) Evaluating

In this stage, the teacher can use the analytical scoring (i.e., based on specific aspects of writing ability) or holistic scoring (i.e., based on a global interpretation of the effectiveness of that piece of writing).

7) Post-writing

In the last stage, both the teacher and the students have something to do with the completed students' writings. They can be published, shared, read aloud, transformed for the purpose of stage performance, or displayed on the notice-boards in order to give appreciation to their works. They will be useful to increase students' motivation.

Harmer (2004:4) provides a simpler writing process. It covers four stages, they are planning, drafting, editing, and final draft.

1) Planning

There are three considerations in this stage. The first is thinking the objective of writing. The text types, the language use, and the information are influenced by the goal of writing. Next, it is related to the audiences students refer to because it will affect the shape of the writing and the language choice, whether they use formal or informal language. The last is about the content structure, which is the sequence of the writing. How to sequence facts, ideas, and arguments are included in this criterion.

2) Drafting

It is the first product of writing. This may produce multiple drafts to achieve the final version.

3) Editing (Reflecting and Revising)

Writers usually pay attention not only to the general meaning and overall structure, but also detail features such as individual words and grammatical accuracy. Other editors may be involved in editing by giving comments and making suggestions to produce better writing.

4) Final Version

In this stage, writers produce the final version after making some revision.

Similar to them, Hyland (2004:10) proposes some stages of writing. Selecting the theme is the first stage that has to be done by both teachers and students. In tiered activities, students list some topics of describing people or place. After that, the teacher decides which one is the most suitable for the students. Second, prewriting stage consists of brainstorming, collecting data, note-

taking and outlining. The next is composing, or drafting. Students can start their writing by putting their ideas on paper. Responding to revisions is the fourth. In this stage, the teacher or the students can respond to ideas, organization of the text, and text styles. After they are sure enough with their work, they can step on proofreading and editing. Checking and correcting the form, the evidence, the layout will be conducted. Then, in evaluation, teacher or other students can give comments and feedback. The next stage is publishing. It allows people to read students writing. It can be showed in a class, on notice board, etc. Having follow up is also important. It is used to decide the weaknesses of their writing. It expected to have them better in writing.

Spratt et al., (2005) argue there are some stages of writing process. Those stages are as follows.

- 1) Brainstorming (thinking of the topic)
- 2) Making notes
- 3) Planning (organizing ideas)
- 4) Writing a draft
- 5) Editing (correcting and improving the text)
- 6) Producing another draft
- 7) Proof-reading (checking for mistakes)

c. Types of Classroom Writing Performance

There are many types of writing performance in the classroom. Brown (2001:343) classifies a written performance into five kinds. The writing performances are presented as follows.

1) Imitative or Writing Down

The students can attain fundamental skills in the writing process through a simple task. The basic task of writing letters, words, punctuation, and brief sentences can be done when they are producing a text. The activity that may be involved in this type of writing performances is that the students simply write down a written product on their own. They imitate the written product as a form of task to go over the basic skills in writing.

2) Intensive or Controlled

It is a kind of performance in which students must produce proper vocabulary in a certain context, collocations and idioms, and correct grammatical features in the sentences. Although their creativity is not allowed much, the students working on this type of performance can do another stimulating creative activity by rewriting the paragraph of their recollection of reading.

3) Self-Writing

This category gets the students to write the things on their own mind. Kinds of activities of this category are note-taking, diary, and journal writing.

4) Display Writing

Display writing is very useful for academic purposes. Written exercises, short answer essays and other forms of writing in test situations are instances of

display writing. They are kinds of activities when students are asked to write for the sake of their teachers' assignment or fulfilling their duty in the class.

5) Real Writing

Real writing is one of the writing performances in which the reader does not know the answer and genuinely wants the information from the writer. For example, writing letters, filling a form and writing a simple message all belong to real writing.

d. Classroom Writing Techniques and Activities

According to Linse, et al., (2005) says that there are several classroom writing techniques and activities. They are presented as follows.

1) Writing models

The teacher should provide reading material that will model the type of writing students will produce.

2) Group Writing

Students can work together on a writing project, but the teacher should organize it carefully. He/she can have students create a group book or different pieces of written text.

3) Talking and Writing Box

For a writing activity, the teacher can give students a prompt about what to write. Students may keep their writing about their talking and writing box in a small notebook saved within the box itself.

4) Writing Centres

Writing centres can be used by students at any stage of the writing process. Besides, they help them develop their motor skills to produce neat and legible writing.

5) Writing Conferences

Writing Conferences can be effective to help students with revising stage. These can be done by teacher and students or between students themselves. They need to be explained how to comment and criticize their own writing and that of their partner

6) Inventive Spelling

Inventive spelling deals with students' attempts at spelling words based on their developing cognitive and literacy skills. It plays an important role in paying attention to spelling when it comes to editing and publishing stages of writing process.

7) Word walls

Word walls are lists of words that students have encountered after reading and can be used in their writing. These lists can be posted in the walls of classroom and can be arranged topically.

e. Micro- and Macro-skills of Writing

Brown (2004:142) states the micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Brown (2004:221) also lists the micro- and macro- skills of writing as follows.

Micro-skills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purposes.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical patterns (e.g., tense, agreement, and pluralisation), pattern and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro-skills

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative function of written text according to form and purposes.
- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 4) Distinguish between literal and implied meaning when writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

f. Teaching Writing

Harmer (2004:41) states five steps in teaching writing. The explanation of each step is as follows.

1) Demonstrating

In this step, the teacher provides students with some examples of text types.

The purpose, the social function, the language features should be explained.

2) Motivating and Provoking

The teacher should motivate and provoke students in generating and developing ideas. It is a must for teacher to prepare all things to stimulate the students' ideas.

3) Supporting

The students really need the teacher's help, not only when they get with ideas, but also with the means to carry out them. Therefore, the teacher should be available anytime.

4) Responding

In this stage, the teacher gives suggestions to students' work.

5) Evaluating

In the last step, the teacher can tell students where they wrote well, and where they made mistakes. Finally, the students can know their score.

According to Westwood (2008:70), there are two approaches to teach writing-a skills-based approach and the process approach. A skills-based approach includes a fairly structured program with direct teaching of essential skills and concepts. Through topics chosen mainly by the teacher or set within a textbook,

students' writing ability is developed. Exercises on aspects of grammar, sentence construction, spelling and punctuation are employed by students. The major weaknesses of a skills-based approach are that it usually does not succeed to motivate students, and it does not encourage independence in writing. In fact, when students have the chance to write freely on themes they have selected for themselves, learning to write seems more motivating and authentic.

Second, the process approach tends to be a more student-centred approach. Various models such as 'writers' workshops', 'shared writing', 'guided writing' and the 'conference approach' are employed in process writing. This approach focuses on engaging students in interesting and motivating writing for real purposes, rather than teaching writing skills through contrived exercises. The actual process of writing is made explicit to students, starting with the planning and gathering of ideas, through the various stages of drafting and revising to the final finished product.

The followings are the conceptualizations of writing teaching (Hyland, 2004).

1) Language structure

An emphasis on language structure is typically a four-stage process.

- a) Familiarization: through a text, students are taught certain grammar and vocabulary.
- b) Controlled writing: Students manipulate fixed patterns, often from substitution tables.
- c) Guided writing: Students imitate model texts.

- d) Free writing: Students use the patterns they have developed to write other writing.

- 2) Text functions

The goal of this focus is to help students develop effective paragraphs through the creation of topic sentences, supporting sentences, and transitions, and to develop different kinds of paragraphs.

- 3) Creative expression

In this perspective, writing is seen as a way of sharing individual meanings and writing courses focus on the power of the personal to construct his or her own opinion on a topic.

- 4) Composing processes

A priority of teachers in this focus is to develop their students' metacognitive awareness of their processes, that is, their ability to reflect on the techniques they use to write.

- 5) Content

It focuses on what students are required to write about.

- 6) Genre of writing

The main orientation here is that students don't just write, but they write something to achieve some purpose: it is a way of getting something done. The significance of a genre orientation is that it integrates discourse and contextual aspects of language use that may be neglected when attending to structures, functions, or processes alone.

g. Principles of Teaching Writing

Brown (2001: 346-356) states there are some principles for designing writing techniques such as incorporate practices of “good writers”, balance process and product, account for literary background, connect reading and writing, provide much authentic writing, frame the process of writing, provide interactive techniques and evaluate the students’ writing.

1) Incorporate Practices of “Good Writers”

Several things should be considered to be good writers. They have to pay attention on goal in writing, gauge their audience, spend some time planning to write, easily flow the ideas, follow the general organization of the text, solicit and utilize feedback, consider the structure, revise their works and make as many revision as needed.

2) Balance Process and Product

In the process of composing, students are led through appropriate stages. The final product of writing should also be clear, articulate, well-organized and effective.

3) Account for cultural or Literary Background

Teacher has to provide the relevant topic to the students’ literary background.

The same is true with their cultural background.

4) Connect Reading and Writing

It is impossible to make writing without observing and reading the written word. By reading various texts, students can obtain some information both

about how they should write and about subject matter that may become the topic of their writing.

5) Provide Much Authentic Writing

Writing can be called authentic if the purposes for writing are clear to the students, the audience is specified, and there is intent way to convey meaning. It also can be added by displaying and sharing writing, publishing a class newsletter, or writing a dramatic presentation, writing a resume, and writing advertisement.

6) Frame The Process of Writing

The teacher should help and guide the students in every stage of writing. In pre writing stage the teacher encourages students to generate ideas by some various ways, such as brainstorming, clustering, free writing, etc. The main process of writing relies on drafting and revising stages. Peer-reviewing, giving feedback, editing, and proofreading can be implemented in these stages.

7) Provide Interactive Techniques

It means facilitate students with an effective technique in teaching writing.

8) Evaluate The Students' Writing.

The teacher should respond to students' error after the final work is turned in by commenting holistically, commenting on features that appear to be irrelevant to the topic, commenting on the main ideas and the grammatical error.

Other principles of teaching writing were proposed by Nation (2009). He states that the following principles can be used to evaluate a writing course or the writing section of a language course to ensure that learners are getting a good range of opportunities for learning.

1) Meaning-focused Input

Students should put experience and knowledge to their writing. If they are well prepared for what they are going to write, writing is probably to be successful and meaningful for them. Through the choice of topic or through previous work, this preparation can be done.

2) Meaning-focused Output

- a) Students should do lots of writing and lots of different types of writing.
- b) Students should write with a message-focused aim.
- c) Writing should interest students and draw on their interests.
- d) Students should experience a feeling of success in most of their writing.
- e) Students should use writing to improve their language knowledge.
- f) Students should enhance skill in the use of computers to increase the quality and speed of their writing.
- g) Writing instruction should be based on a careful needs analysis which considers what the students need, what they can do now, and what they want to do.

3) Language-focused Learning

- a) Students should understand about the parts of the writing process and discuss them in relation to their own and others' writing.

- b) Students should have conscious techniques for dealing with parts of the writing process.
- c) Students should pay attention to clarity and fluency in producing the form of the written script. Careful writing, copying models, and doing repetitive writing movements are activities can be done.
- d) Spelling should be paid attention largely separated from feedback on writing.
- e) Teachers should provide and arrange for feedback that encourages and improves writing.
- f) Students should be aware of the ethical issues involved in writing.

4) Fluency Development

Students should increase their writing speed so they can write very simple material at a reasonable speed. Through repetitive activities and through working with easy and familiar material, fluency development can happen.

h. Responding to Writing

According to Richards and Renandya (2002) responding to students' writing can be spoken or written. The teacher can do some various kinds of response as follows.

1) Self-response

Self-response is a step toward learner autonomy. By letting students respond to their own writing, the teacher prompts the students to be self-sufficient and independent.

2) Peer-response

Students become very concerned about what they write and how they write when students write for others.

3) Teacher response

Conferencing, one kind of oral feedback, can be an effective way of teacher response. Kroll (1991) in Richards and Renandya (2002) states that one benefit of teacher response is let the students uncover potential misunderstandings that students have.

The other responses stated by Applebee and Langer (1992) in Richards and Renandya (2002) are presented below.

- 1) Limit the amount of writing to the teacher respond.
- 2) Respond to work in progress as a collaborator.

Harmer (2004) also argues a number of ways of reacting to students' writing which divided into two terms, namely responding and correcting. When responding to students' writing, the teacher pays much attention not only on the accuracy, but also on the content and design of their writing. On the other hand, correcting is the step at which indicate that something is wrong. Some issues corrected by the teacher are syntax, concord, and collocation.

While responding to students' writing, the teacher plays also several different roles. First, as an examiner, the teacher sets class test for the examination. Second, as the audience, the teacher responds ideas that students have written about. The teacher may also act as an assistant, such as helping student along.

Besides, as a resource, the teacher should be available when students need some information. Next, saying how well things are going so far can be done by the teacher, as an evaluator. Finally, as an editor, the teacher assists to select and rearrange pieces of writing.

i. Teaching Writing in Junior High Schools

According to School-Based Curriculum, students in Junior High Schools are expected to be able to express various meanings in any written texts. In the second semester, the seventh grade students are supposed to do the following activities which are based on the Standar of Competencies and Basic Competencies.

Table 1: Standard of Competencies and Basic Competencies for Grade VII of Junior High School

Standar of Competencies	Basic Competencies
Writing 12. Expressing meanings through very simple functional written texts and short essays in the form of descriptive and procedure texts to interact with the surroundings.	12.1 Expressing meanings in the form of simple short functional written text accurately, fluently, and appropriately to interact with the surroundings. 12.2. Expressing meanings and rhetorical step in the short simple essay texts accurately, fluently, and appropriately to interact with the surroundings in the forms of descriptive and procedure texts.

3. Tiered Activities

a. Definition of Differentiated Instruction

Differentiated instruction, the root of tiered activities, is not a kind of single learning strategy. It is a technique that involves different kinds of learning strategies. Therefore, tiered activity is one kind of differentiated instruction. Tomlinson (2001:1) says that differentiated instruction is employed to provide students with multiple options for taking information, making sense of ideas, and expressing what they learn. Besides, he also states that the way the students acquire the content, make sense and interpret the ideas, and also developing the learning products can be achieved through different avenues. Meaning that the differentiated instruction is an approach that facilitates students with different kinds of techniques in the form of accessing the input of learning, accomplishing the learning tasks, and developing the learning outcomes.

Kernes in Létalová (2008) argued that the differentiated instruction is an efficient approach of reaching all the requirements. It provides a wide range of means that allow learners to develop their talents, interests, abilities and skills into their greatest extent, raises creativity and promotes higher cognitive functions. The strategy supports independent and self-directed learning and motivates students to be more active and responsible, to achieve better results, to surpass themselves.

Paige in Létalová (2008) also states that differentiated instruction is a philosophy of teaching and learning that includes and integrates the very best of curriculum design, assessment practices, and instructional strategies.

In line with them, Theroux in Létalová (2008) says that differentiating instruction means creating multiple routes so that students of various abilities, interest or learning needs experience equally appropriate ways to take in, use, develop and present concepts as a part of the daily learning process.

b. Characteristics of Differentiated Instruction

Tomlinson (2001:3-5) says that the characteristics of differentiated instruction are as follows.

- 1) Differentiated instruction is proactive.

The teacher proactively plans multiple ways to “get at” and express learning in order to address a range of learner needs.

- 2) Differentiated instruction is more qualitative than quantitative.

Adjusting the quantity of an activity will be less effective than adjusting the quality of the activity to meet student needs.

- 3) Differentiated instruction is rooted in assessment.

Assessment is no longer something occurs in the end of a unit, rather than it takes place as a unit starts to determine the specific needs of each student related to the goals.

- 4) Differentiated instruction provides multiple approaches to content, process, and product.

By differentiating three elements, namely content, process and product, teachers provide different techniques to what students learn how they learn it, and how they demonstrate what they have learned.

- 5) Differentiated instruction is students centred.

Teachers seek to provide appropriately challenging learning experiences for all students. Teachers also understand the need to help students take raising responsibility for their own success.

- 6) Differentiated instruction is a blend of whole-class, group, and individual instruction.

The form of instruction could be represented by a whole group, small groups, or individual.

- 7) Differentiated instruction is organic.

Differentiated instruction is dynamic: teachers monitor the match between learner and learning and make adjustments as warranted.

c. The Learning Environment in a Differentiated Instruction

An effective learning community is characterized by conditions such as the following (Tomlinson: 2001, 21-23).

- 1) Everyone feels welcomed and contributes to everyone else feeling welcomed.

There are many things that make students feel welcomed such as the direct and positive attention of the teacher, the positive attitude of peers, flexible and comfortable seating options, etc.

- 2) Mutual respect is a nonnegotiable.

If everyone shares a need for common feelings such as acceptance, respect, security, success, and so on, the class will be a better place. The teacher

should assist students in distinguishing feelings and in solving problems in constructive ways.

3) Students feel safe in the classroom.

Safety not only requires the absence of physical danger, but also it needs the absence of emotional danger. Safety occurs when students feel accepted as they are, and valued enough.

4) There is a pervasive expectation of growth.

To help students grow as much as they can in both general ability and specific talents is the main objective in a differentiated classroom. The growth of each student is a matter of celebration, and one student's growth is not more or less valuable than another's.

5) The teacher teaches for success.

The teacher is often increasing the share for success for any individual, then doing whatever is necessary to help the student succeed. Every student needs scaffolding in order to stretch.

6) A new sort of fairness is evident.

Fair means attempting to ensure that each student obtains what he/ she needs in order to grow and succeed.

7) Teacher and students collaborate for mutual growth and success.

Everyone has to take responsibility. While the teacher is the leader of the classroom, students can help develop routines for the classroom, make major contributions, help one another; keep track of their work, and so on.

d. Definition of Tiered Activities

According to Tomlinson (2001:101), tiered activities are strategy in which a teacher employs various levels of activities to ensure that students explore ideas at a level that builds on their background knowledge and prompts continued growth. He also states that tiered activities can assist students in making-sense and demonstrating ideas effectively. Therefore, what students need will be suitable and match with their learning objectives (Tomlinson, 2001:81-82).

Harmer (2007:131) says the aim of the implementation of differentiated instruction is the development of learner autonomy. By such a way, each student can be directly responsible to his/ her own learning.

In conclusion, tiered activities are planning strategies for mixed ability classroom. It is a means of teaching one concept and meeting the different learning needs in a group. Tasks and or resources vary according to learning profile, readiness, and interest.

e. Elements of Differentiation

The elements of tiered task are as follows.

- 1) Content: input, what students learn and the learning materials used.
- 2) Process: the way students design their own sense of the content or input.
- 3) Product: the way students develop what they have learnt.

Tomlinson (1999) states that the teacher can modify one or more the elements by referring the students' different characteristics. He/she may pick one

of the students' characteristics or the combination of them as the basis for differentiating the activity. Those characteristics are presented as follows.

1) Readiness

Readiness related to the level of the prior/background knowledge possessed by the students. It is very helpful to know and understand the students' readiness to give an appropriate access to learning.

2) Interest

Interest can be defined as the theme/topic which the students are interested in, familiar with. Interest requires the teacher to adjust students' choice.

3) Learning Profile

Learning profile deals with the way students learn. It includes the learning style (i.e., a visual auditory, tactile, or kinaesthetic learner), grouping preferences (i.e., individual, small groups, or large group), and environmental preferences (i.e., lots of space or a quite area to work).

f. How to Develop Tiered Activities

Tomlinson (1999:83-84) suggests some ways to develop tiered activities. They are presented as follows.

- 1) Select the focus of the activity for all students including concept, generalization, and skill. Those elements need to be understood by teacher in order to assist the students to bridge their understanding.

- 2) Think of the students who are going to be exposed to the activity. Use a kind of assessment related to the forthcoming lesson to investigate their readiness level for the upcoming topic that will be learnt. The teacher also needs to take into account their talents, interest, and learning profiles.
- 3) Create an activity that is interesting, require high-level thinking, and clearly focus on elements that facilitate the students to use key skills to understand key ideas.
- 4) Map the complexity of the activity on a ladder. It is ranked from complex, abstract and requires high level skill to simple, concrete and requires basic level skill.
- 5) Modify the activity along the ladder as needed to ensure challenge and success for the students. The materials can be various (from basic to advance), form of expressions (from familiar to unfamiliar), and applications (from those that relate to students' personal experience to those that are far removed).
- 6) Consider the students' needs and task requirements to match them with an appropriate version of tasks. By doing this, the level of task difficulty and its pacing will appropriately matched to students' readiness.

g. Teaching Writing by Implementing Tiered Activities

The effectiveness of the implementation of tiered activities is influenced by the roles of teacher. Tomlinson (2001:16) states as follows.

- 1) Assess students' readiness through a variety of means.

- 2) Read and interpret students' clues about interests and learning preferences.
- 3) Create a variety of ways students can gather information and ideas
- 4) Develop varied ways students can explore and "own" idea
- 5) Present varied channels through which students can express and expand understandings.

B. Relevant Research

Some studies have been done to investigate the benefits of differentiated instruction. Asna Izati (2011) had a study on the use of tiered task in a writing learning process of grade XI students of SMK N 1 Tempel. Tiering task support and varied task setting were the main focus. This strategy was able to improve the writing learning process.

The study conducted by Pease (2006) focused on the implementation of a tiered assignment to introduce an essay writing unit for 8th grade. The students were given the suitable input text to provide them with appropriate model for their learning. By doing so, students would understand their level of writing, and also they could produce a good piece of writing. The implementation of tiered assignment could facilitate the appropriate model for the students at the writing process.

Other studies conducted by Geisle, Hessler, Gardner, and Lovace (2009) focused on the use of differentiated writing interventions for high-achieving urban African American elementary students. Self-counting and synonym-list were used

as the main strategies. The result showed that the writing learning process improved effectively, as well as their writing performance.

Reis, McCoach, Little, Muller, and Kaniskan (2001) also conducted a research on the effect of differentiated instruction and enrichment pedagogy on students' oral reading fluency and comprehension using the school wide enrichment model-reading (SEM-R). Using five elementary schools as the subject of the study, the study proved that the use of enrichment reading approach and differentiated instruction was as effective as or more effective than a traditional whole group basal approach.

Similar study on the use of differentiation had been done by Beecher and Sweeny (2008). Enrichment and differentiation were chosen as the methods to improve the learning environment. This enrichment approach resulted in improving student achievement and the reduction of the achievement gap between rich and poor and among different ethnic groups.

Siaw-Fong Chung (2005) had study on the use of differentiation to the individual developing model. This model assisted teachers to discover and develop students' individual differences in the generalized curriculum settings. Three stages used are the discovery stage, differentiation stage and developing stage.

C. Conceptual Framework

Based on the observation and interviews, some problems related to writing skills were found. First, students lacked vocabulary. Second, they had difficulties

in generating ideas. Besides, they were confused in understanding the grammar (concord agreement). Next, related to the material used in a mixed ability classroom, students were not challenged by the tasks. Fast learners often dominated the classroom. The activity or the task was not appropriate for all students since they had different needs. The same task employed could be anxiety-producing and boredom-producing. Therefore, it is a must to differentiate the activity based on their readiness, interest, and profile.

Then, the researcher and the English teacher decided to use tiered activities to solve those problems with additional actions. Tiered activities were chosen because they have many benefits. First, students in the mixed ability classroom can be facilitated by tiered activities because they consider the readiness, profile, and interest of the students. In other words, students are provided with various ways to reach the same and basic concept of learning. They will appropriately challenged by the tasks. Both fast learners and slow learners can actively participate in the teaching learning process.

Then, students can enrich their vocabulary by giving them more tasks on new vocabulary and tiering their level of difficulty. Tiered activities also provide students with the interesting material which contains some pictures and videos. Some tasks on grammar are included to make students understand the use of grammar. Some pictures and videos not only allow them to generate the ideas easily, but also they let students boost their motivation in learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. The Type of Research

This research was action research that was aimed at improving students' writing skills through tiered activities at grade VII MTs N Yogyakarta 1. It was conducted in a mixed-ability classroom. It was done collaboratively with the English teacher to identify the existing problems, take and evaluate the actions. The use of tiered activities became the main focus of the actions.

Burns (2010:2) states the main goal of action research is to identify a problematic situation and improve the condition in a deliberate way. In line with him, Carr and Kemmis (1986) in Burns (2010) argue that action research is self-reflective enquiry done by participants in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices and the situations in which these practices are carried out. The similar opinion also stated by Cornwell (1999) in Burns (2010) that action research is a self-reflective, systematic and critical technique to enquiry by participants who are at the same time members of the research community. The purpose is to solve some problems and make better changes in real practice.

According to Nunan (1992) in McKay (2008), action research has three major characteristics. It is carried out by practitioners, it is collaborative and it is aimed at changing things.

B. Research Setting

1. Place of the Research

This research was conducted at MTs N Yogyakarta 1 in the second semester of the 2013/2014 academic year. The school is situated in Jl. Magelang Km. 4,4, Sinduadi, Mlati, Sleman, Yogyakarta. It is one of the schools promoted as *Sekolah Rintisan Unggulan*. It has fifteen classrooms, five classrooms for each grade, a library, a computer laboratory, a concealing room, a headmaster room, a teacher room, an administrative office, a meeting room, a health centre, a school shop, a canteen, a mosque, a kitchen, a basket and football field, some toilets and a parking area.

The condition of the class is clean and bright enough. There are sufficient chairs and desks. There is a board in which students can attach some words in English to add their vocabulary. The class is also equipped with LCD, a white board, and some fans.

There are 5 English teachers, all graduated from English Education Department. Some of them also passed the post-graduate degree. They seem to have adequate knowledge of teaching English to the students. Their experiences also support their teaching.

There is an extra activity, which is called English Club (EC). Some were interested in joining it. However, the activity employed in EC is mostly spoken. Rarely are students asked to write an essay and their self-experience, except in English class. That is why their ability in writing English is still low.

2. Time of the Research

The research was conducted in the second semester of the academic year 2013/2014 starting from April until May 2014. The research was done in two cycles; each cycle had two until three meetings. The meetings were done once a week on Tuesday, Wednesday or Friday.

Here is the table of the time of the research in Class VII D.

Table 2: **The schedule of the research**

No.	Date	Activity
1.	April 11 st , 2014	Pre-test
2.	April 16 th , 2014	Cycle1 (describing people)
3.	April 29 th , 2014	Cycle 1(describing place)
4.	Mei 9 th , 2014	Cycle 1(Post-test)
5.	Mei 14 th , 2014	Cycle 2 (How to make something/ recipe)
6.	Mei 16 th , 2014	Cycle 2 (How to do something)
7.	Mei 20 th , 2014	Cycle 2 (How to do something)
8.	Mei 28 th , 2014	Post-test 2

C. The Participants of the Research

This research involved all students of class VII D which consists of 14 males and 17 females. Besides, the English teacher, the researcher, and the collaborator took part in this research.

D. Research Procedure

Kemmis and McTaggart (1998) in Burns (2010:7) have developed a simple model of the cycle of action research.

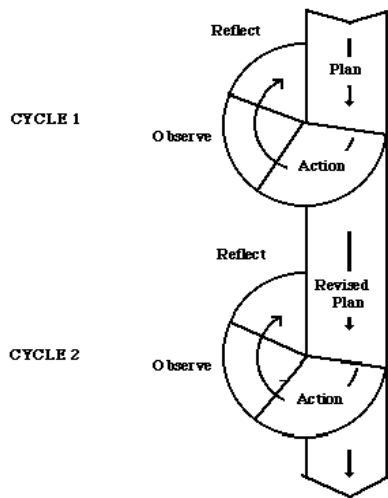


Figure 2: Action research model developed by Kemmis and Taggart (1998)

1. Determining the Thematic Concern-Reconnaissance

The early step in conducting this research was determining the thematic concern. The aim of the reconnaissance stage is to find some information of the existing problems in the field. This stage consists of three major processes: identifying the field problems, determining the research problems and determining actions to overcome the problems.

Firstly, the researcher observed the teaching learning process at grade VII D. Besides, the researcher also did some interviews with the English teacher and some students. Then, the existing problems were identified by the researcher the English teacher. After that, they classified the problems based on the scale priorities and chose the feasible problems. Finally, they planned some actions to overcome the problems through tiered activities.

2. Planning

To improve the writing skills through tiered activities, the researcher worked together with the English teacher and the collaborator. Before conducting the plan, some procedures were done. First is that making a course grid and lesson plans. Distributing the questionnaire about students' readiness and interest is another step. The last is conducting pre-test; making a descriptive text. Based on two results, the students were divided into three tiers, tier 1, tier 2 and tier 3. Tier 1 is fast learners, tier 2 is average learners, and tier 3 is slow learners.

3. Action and Observation

Some action plans would be implemented in the classroom in two cycles. Each cycle was done in two until three meetings. Besides implementing some action plans, the researcher and the collaborator observed and recorded the teaching and learning process, and did the interviews with some students of class VII D after the action had been done. All the members were involved in the research, discussed the implementation of action by analyzing the result. The result of the discussion was important to take an evaluation for the implementation of the action plans to improve the next actions.

4. Reflection

Reflecting is the phase after acting and observing. This is the time to reflect or review everything that had been done in implementing the action. It evaluated the process, problems, effects, and measures whether the action was

successful. In addition, the entire members involved in the research participated in the discussion. All members were invited to contribute their perceptions, suggestions, and ideas. The unsuccessful actions were changed into ones that were more suitable but those, which were successful, were applied again in the next actions.

E. The Research Data Collection

1. Type of Data Collection

The data collected were qualitative in nature. They would be obtained by interviewing the students of class VIID, doing observation on the English teaching learning process, and holding discussion with the collaborator and the English teacher.

2. Instruments of Data Collection

The instruments for collecting the data were in the forms of:

a. Observation checklist

It included information related to the whole activities happened in the class. In order to make the process of gathering data during the observation easier, the use of checklist was employed.

b. Interview guidelines

It contained some guidelines to help the researcher to conduct interview with the teacher and the students during the research. The use of interview guide was aimed at ensuring that research would have a well-structured interview.

c. Questionnaires

Questionnaires were used to gain information about students' interest and readiness. They were also used to obtain students' opinion about tiered activities.

d. The photograph

It is important to support the data collection by taking pictures during the implementation of the action. It was aimed at completing the data found in the teaching and learning process.

e. Test

To see the students' progress in term of their writing, test was used as an instrument. Pre-test was given to measure students' ability before the actions, while post-test was given to measure students' writing after the actions. The data of the pre-test and post-test were collected in the form of numeric data. The system of scoring was using writing scoring rubric by Anderson. The score was used to support the qualitative data.

F. Data Analysis

In describing the data, the researcher used the field notes, the recorded files, the interview transcript, the test, and the questionnaire. The analysis of qualitative data includes the process of data reduction, data display, and conclusion drawing/ verification.

1. Data Reduction

Data reduction was used to look for the theme and pattern and remove some unused information.

2. Data Display

Organizing the data based on the relation among the category was the objective of data display.

3. Conclusion Drawing/ Verification

In this phase, the conclusion was drawn and the data were verified.

G. Validity and Reliability

1. Validity

To assess the validity of the data, then the researcher employed five criteria proposed by Anderson in Burns (1999) namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The ways to fulfil those validities will be explained as follows.

a. Democratic validity

Democratic validity is related to stakeholders' chance to give their personal opinions, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussion with members of the research, namely the students, the English teachers, and the collaborator. They were given opportunity to give their ideas, comments, and suggestions toward the research. The discussion result then would be consideration in evaluating cycles.

b. Outcome validity

Outcome validity of action research is related to outcomes achieved within the research context. Outcome validity also depended on the process of conducting the research. To fulfil this validity, some indicators that show the improvement of the writing learning process were formulated together.

c. Process validity

Process validity deals with the criterion to make the actions done in action research valid. This validity was fulfilled by reflecting on the data collection and modifying the strategies to answer the questions occurred during process. The data were examined and identified whether the participants are able to go on learning.

d. Catalytic validity

Catalytic validity refers to how stakeholders respond to their own internal changes. To establish this validity, the result of each cycle was delivered to the members and asked their comments or responses. Later on, the responses would be considered to modify the process.

e. Dialogic validity

Dialogic validity means that each stakeholder can participate in the process of the research. This validity was fulfilled by discussing the research findings with the collaborator and the English teacher. The members of discussion were invited to give their opinions and critics related to the research report.

Besides, the researcher used methods triangulation to improve the trustworthiness of the data and to reduce the subjectivity in analyzing the data.

There are 4 types of triangulations stated by Burns (2010), but the researcher only used three of them.

1. Time triangulation

Data were collected at different points in time. The researcher interviewed students at the beginning, middle and end of the research.

2. Research triangulation. Data were collected by more than one researcher. The researcher asked the teacher and the students to collect data to compare with her own.

3. Theory triangulation. Data were analyzed from more than one theoretical perspective. The researcher consulted documents related to students' autonomy but also develops theoretical ideas from her own and others' observations and reflections.

2. Reliability

Reliability is used to measure the accuracy of the data. In this study, the researcher matched the results of different resources, namely: observation data, interview data, questionnaires, and students' pre-test and post-test scores. It was done to know whether the reliability of the data was evident.

For the observation, the collaborator observed the teaching learning process, including the material, the students, the class situation, and the media. Finally, the results of the class observation were in the form of field notes and observation checklist.

For the interview, several questions related to the implementation of tiered activities were asked by the researcher to the English teacher and some students. Finally, the results of the interviews were in the form of interview transcripts.

For the questionnaires, the researcher asked students' opinion about tiered activities. The last, for the pre-test and post-test, the scores of the students were analyzed by Anderson's writing scoring rubric.

Table 3: Scoring rubric of writing based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent; no errors and a variety length	Adequate; few errors and some variety length	Fair; choppy with variety	Poor; many errors
Spelling	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Process

The research on improving the writing skills of class VII D was action research. The research started with discovering the problems in the field. First, the researcher observed the teaching and learning process. Second, the researcher also interviewed the students and the English teacher to get some more information. Once all problems were identified, the researcher and the teacher picked the feasible problems. After that, they had discussion on the action. Before implementing the action, the syllabus and the lesson plan were developed through tiered activities. After the action was done, the data found were evaluated to know if the implementation of tiered activities was able to improve the writing skills. In the reflection step, the unsuccessful actions were identified so that the plan would be better in the next action.

1. The Reconnaissance

In the reconnaissance step, the field problems were obtained from the observation in the teaching learning process. They were also identified by doing some interviews with students and the English teacher. The condition of the teaching learning process of the class VII D can be seen in the following field notes.

When ET and R came, some Ss sat in their own chairs and others were still outside. ET asked a student to call them. ET opened the class by greeting “Assalamu’alaikum wr wb”. Some answered but others were busy doing their own activities. ET then called the roll. ET asked R to sit in the back line. ET asked whether they had homework. One answered that they had two tasks. First was answering the comprehension questions and the next was about making the self-description.

ET asked who had finished. Some had finished but others were still busy doing the task. ET warned Ss to finish their task at home since it was homework. Then ET asked Ss to discuss them first. ET offered who wanted to become a volunteer. Some seemed to participate actively. Some approached to the whiteboard and wrote their answers. Mostly, they had the right answers, but they had some mistakes in spelling and the punctuation. Besides, there were some Ss who dominated in the class.

ET asked them to make a short paragraph and some asked what the meaning of oldest was. Only a few could understand the meaning. Besides, some also asked what the meanings of born, famous, etc. ET encouraged them by giving some gesture, some similar meaning, etc. ET also asked them to open the dictionary. Some opened their dictionary, while others did nothing because did not bring it.

ET walked around to see Ss’ progress. Sometimes, ET gave explanation and feedback directly during their work. In the last minutes, ET explained the mistakes Ss often made. Many of Ss made mistakes in spelling, punctuation, and grammar. Ss also had difficulty in generating ideas. In fact, some Ss imitated the model paragraph. Ss only replaced some words. In the end, ET asked Ss to submit their works. ET summarized the lessons and closed the class.

(Field notes 3, November 28th, 2013)

Based on the field notes above, it can be stated students’ problems in writing lay on grammar, punctuation, spelling, and development of ideas. Their vocabulary mastery tended to be low. Some students also dominated in the classroom. Therefore, in accomplishing tasks, some finished them faster than others. Some interviews to students and the teacher also strengthened the current situation. They were used to explore more the existing problems. It can be seen from the following interviews.

-
- R : *Kalau Rendra gimana?*
(What about you Rendra?)
- S1 : *Sama mba. Kalau listening susahnya ga jelas suara orang bulenya. Kalau writing susah yang -s, -es mb.*
(Me too. In listening, the native speaker's sounds are not familiar and not clear, while writing, the difficult part is the use of –s, and –es.)
- R : *Emm, grammar ya. Terus selain itu? Bingung ga kalau mau mau nulis?*
(Grammar, isn't it? Besides, are you confused when writing?)
- S2 : *Biasa aja mba. Paling kadang-kadang kalau temanya susah bingung. Terus kosakatanya kurang menguasai mba.*
(Just so so. If the theme is hard, sometimes I'm confused. Then, the vocabulary mastery was low.)
- R : *Oh, jadi vocabulary ya.*
(Oh, vocabulary)
- S1 : *Ya, kemarin apa ya. Awesome sama gorgeous ejaanya ga tau.*
(Yes, what was it? I didn't know the spelling of awesome and gorgeous)
- P : *Kalian pernah ga dikasih tugas writing yang berbeda? Kan di kelas kemampuan anak berbeda-beda kan? Ada yang sedang, pintar, dan agak lambat.*
(Have you ever given the different task? As you know, the ability of each is different, right? there are average, high, and low.)
- S1 : *Maksudnya gimana mba?*
(What do you mean?)
- R : *Ya, misal siswa yang sedang ngerjain tugas yang sederhana, siswa yang pintar ngerjain yang lebih sulit.*
(For example, the high ability students are given the difficult task and others are given the simpler one.)
- S2 : *Ga pernah mba. Kita dikasih tugas yang sama terus sih.*
(Never. We are always given the same task.)
- (Interview 1, November 8th, 2013)
-

-
- R : *Owh, jadi gitu ya. menurut Nadia dan Amanda kemampuan bahasa Inggris kalian gimana? Tapi, khusus writing ya. Baik, sedang, atau kurang?*
(I see. What do you think about your ability in English, especially in writing. High, average, or low?)
- S3 : *Wah, kurang banget mba.*
(It is low.)
- S4 : *Sama, saya juga masih merasa kurang banget mba.*
(Me too, I lack in writing.)
- R : *Kenapa ko gitu? Sebenarnya kesulitan saat menulis apa saja?*
(Why is it? Actually, what are your difficulties in writing?)
- S3 : *Ga kaya Bahasa Indonesia mba, nyusun kalimatnya susah, harus dibalik-balik.*
(To arrange the sentence should be changed, different from Indonesian)

- S4 : *Ejaannya itu mba. Ga apal penulisannya. Apalagi gor...apa mba? Indah itu..*
(The spelling. I don't remember it. Moreover, gorr...the meaning is indah.)
- R : *Gorgeous.*
(Gorgeous.)
- S3 : *Nah, gorgeous mba. Hehe. Terus kadang-kadang juga bingung mau nulis apa kalau ngarang.*
(Yes, that's right. Hehe. Then, we are sometimes confused what we are going to write.)
- R : *Oh, ngembangin idenya ya. Nah, biasanya pembelajaran menulis di kelas gimana?*
(Oh, the development of idea. Usually, how is the teaching writing in the class?)
- S3 : *Ya nulis biodata, undangan, sama apa nda..*
(We write biodata, invitation, and what's that...Nda?)
- S4 : *Emmm, apa ya. kaya teks descriptive, ariel mba.. sama lupa mba, gitu deh.*
(Ehmm, it's just descriptive text, Ariel. And,,,I forgot.)
- R : *Kalo Bu Lilis ngasih tugas sama ga untuk satu kelas? Terus kalian ngerasa susah, apa mudah, atau terlalu sudah/ mudah?*
(Does Mrs. Lilis give the same task for class? What do you feel? It is difficult, easy, too easy or too difficult?)
- S3 : *Sama mba, ga pernah dibeda-bedain. Ya, sedang, kadang-kadang terlalu susah, tapi pas si mba.*
(It is same, there is no different. It is suitable, but it is sometimes too hard.)
(Interview 2, November 28th, 2013)
-

Based on the interviews above, it can be concluded that they had difficulties in writing. The difficulty lay on the grammar, the use of –s and –es, and concord agreement. Besides, they lacked vocabulary. Hence, it was hard to produce a text when the theme was unfamiliar. They found it difficult to develop ideas. In addition, the structure of writing should be changed. They were always given the same task. Spelling was also problematic for them. However, they said their interest in English was high enough.

Other perspectives of the problem of writing were stated by the teacher. It can be seen from this interview.

-
- R : *Oh, ya. Apa saja kesulitan mengajar Ibu di kelas?*
(What are difficulties in teaching English?)
- ET : *Sebenarnya kesulitannya dari siswanya ya, mba. Yang jelas siswa jarang membaca. Kan ga mungkin siswa bisa menulis tanpa banyak membaca. Kemudian mereka juga tidak terbiasa dengan menulis. Berbeda dengan luar negeri, anak-anak sudah terlatih dengan menulis sejak dini. Yang paling menonjol mereka kurang menguasai kosakata. Saya sering memerintah mereka menghafal kosakata baru, misal 1 minggu 5 kosakata, nanti ditambah.*
(Actually, the problem comes from the students themselves. It is obvious, students rarely read. It is impossible to write without read alot. Besides, they are not accustomed to write. Different from abroad, children are trained to write from earlier. The most important, they lacked vocabulary. I often ask them to remember the new words. For instance, five words in a week, and so on.)
- R : *Bagus Bu. Kemudian terkait motivasi siswa bagaimana?*
(That's good, Ma'am. Then, what about their motivation?)
- ET : *Ya, banyak yang motivasi terhadap Bahasa Inggris kurang. Mereka mungkin menganggap Inggris susah. Apalagi bagi yang tidak mendapat B.Inggris di SD.*
(Yes, some of them had a low motivation in English. Maybe, they think English is difficult for them. Moreover for those who did not get English in Elementary School.)
- R : *Sudah pernah membedakan tugas belum Bu?*
(Have you ever differentiated the task, Mom?)
- ET : *Belum pernah, seringnya ngasih tasknya sama.*
(Never, the task is same)
- R : *Kalau writing, persiapan menulis apa saja bu?*
(What's preparation before writing?)
- ET : *Oh, kalau itu biasanya sayaajari mereka untuk membuat outline mba. Misal paragraf pertama berbicara apa, paragraf kedua apa, nanti dikembangkan. Tapi, yang menjadi masalah anak-anak sering menjadi transaltor mba. Jadi, mereka menulis indonesianya dulu, baru Bahasa Inggrisnya.*
(Yes, that's it. I usually ask them to make the outline. The first paragraph is about..the second is,,, and so on, later they develop it. Yet, the problem is they become a transaltor. They write the Indonesian, then English.)
- R : *Iya. Saya dulu juga sering begitu Bu. Terus cara mengerjakan tugas biasanya individu atau kelompok bu?*
(Yeach, I used to be like that. How to do the task, individual or groups?)
- ET : *Ya kalau writing saya lebih menekankan individu mba. Kalau kelompok mungkin jarang ya.*
(In writing, I emphasize more on individual task. Group task is rarely conducted.)
-

(Interview 2, November 28th, 2013)

It can be concluded that the problems mainly came from the students. First, they were rarely to read, so that they were not accustomed to write. Second, they lacked vocabulary. Third, they rely on translation method when dealing to write a text. Their low motivation also made worse in teaching English. In relation to the learning material, they were provided with the same task/activity. Group work was also rarely conducted.

a. Identification of the Field Problems

After having some interviews with the teacher and the students, having observations during the teaching learning process, some field problems were identified as follows.

Table 4: Field problems concerning the writing skills of MTs N Yogyakarta 1 class VII D

No.	Problems
1.	Students rarely read and practiced to write.
2	Students lacked vocabulary.
3	Students were confused in understanding grammar (e.g. concord agreement).
4	Group work was rarely conducted.
5	Students used Indonesian context while writing.
6	It was difficult for students to generate ideas.
7	Students often made mistakes in punctuation and spelling.
8	When came to write, students became translators.
9	Students found difficulty in arranging the sentences and even paragraphs.
10	Students were not appropriately challenged by the task.
12	Fast learners dominated the classroom.
13	Students' motivation in learning English was low.

From the table above, it can be viewed that the problems came from students and the learning materials. However, the researcher only focused on

some urgent problems. Due to the reason, the feasible problems were selected to be solved.

Table 5: The feasible problems to be solved

	Students lacked vocabulary.
	Students were confused in understanding grammar.
	It was difficult for students to generate ideas.
	The students were not appropriately challenged by the tasks.
	Fast learners dominated the classroom.
	Students' motivation in learning English was low.

b. Determining the Actions to Solve the Field Problems

Once the feasible problems were selected, the researcher and the teacher discussed some actions to solve those problems. The actions conducted in the research are listed below.


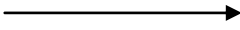
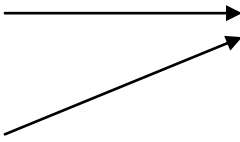
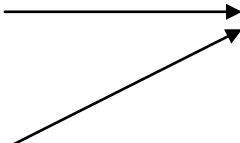
- 1) Tiering the level of difficulty
- 2) Using interesting texts as input
- 3) Giving more tasks on new vocabulary
- 4) Giving more tasks on grammar

c. The Relationship between the Problems and the Actions

After the researcher and the teacher designed the actions, the problems and the actions were related. It is used to know if the action met the need and solved the problems.

The table below shows the relationship between the problems and the actions that had been designed.

Table 6: **The relationship between the problems and the actions**

Problems	Relationship	Actions
1. Students lacked vocabulary.		Giving more tasks on new vocabulary.
2. Students were confused in understanding grammar.		Giving more tasks on grammar.
3. The students were not appropriately challenged by the tasks.		Tiering the level of difficulty
4. Fast learners dominated the classroom		
5. It was difficult for students to generate ideas.		Using interesting texts as input
6. Students' motivation in learning English was low.		

2. Report of Cycle 1

a. Planning 1

After having discussion with the English teacher and the collaborator, the researcher planned some actions. The problems and the expectations were related to see the differences before and after implementing the actions. The table below tells the problems that would be solved and the expectations after implementing the actions.

Table 7: **The problems and the expectations**

The problems	The expectations
Students lacked vocabulary.	Students enrich their vocabulary by giving more tasks on new vocabulary.
Students were confused in understanding grammar (concord agreement).	Students understand clearly the use of concord agreement.
The students were not appropriately challenged by the tasks.	The students are appropriately challenged by tiered activities.
Fast learners dominated the classroom.	Each student in tier 1, 2 and 3 actively participated.
It was difficult for students to generate ideas.	Students can generate and develop ideas easily by pictures and videos stimulated.
Students' motivation in learning English was low.	They could increase their motivation so that they could enjoy learning English

Before applying the actions, the researcher designed a course grid. It was developed based on Standard of Competence and Basic Competence of SMP. It was used as a reference to teach writing in the classroom. After that, the lesson plans were developed based on the course grid. The lesson plans consist of several components namely standard of competence, basic competence, indicators, learning objective, learning material, method, learning resources and evaluation. It was aimed at planning the teaching learning process run well. The materials taught in this research were descriptive and procedure texts. The researcher used tiered activities to improve students' writing skills of the class VII D.

There are several steps in applying tiered activities. First, the researcher collected some information related to students' interest and readiness by distributing questionnaires. Second, the researcher also conducted the pre-test to know their ability, so that the researcher found it easy to classify them into 3 tiers.

Tier 1 refers to slow learners, tier 2 refers to average learners, and the last, tier 3 refers to fast learners. Next, the researcher analyzed the questionnaires and adjusted lesson plans and materials with the chosen topic.

b. Action and observation 1

Cycle 1 was conducted on April 16th, April 29th, and Mei 9th, 2014. The text focused on descriptive texts. The first was describing people and the second was describing place. The planned actions were implemented in this cycle. The description of each part is shown as follows.

1) Tiering the level of difficulty

The interviews and the observation showed that the same learning activity was always employed. In fact, the students had different ability. Fast learners were bored if they had to wait for slow learners. It would be time-consuming. On the other hand, slow learners were demotivated if they were exposed to tasks which were too difficult. Besides, fast learners often dominated the classroom. Therefore, tiering the level of difficulty was expected to solve this problem.

Before going to Activity 1, lead-in activity with some questions was conducted to prepare their readiness. Some could answer orally the questions since they were easy enough. However, the researcher explained the use of yes/no questions because they were still confused. For instance, when the researcher asked ‘Is she a talented singer?’ A few answered ‘yes’ only. Since there were no questions, the researcher continued the material.

Tiering the level of difficulty was first implemented in Unit 1, Activity 1. In doing Activity 1, the students were asked to study the new vocabulary. However, the task of each tier was different. Students of tier 1 had nothing to do except remembering the vocabulary well. Students of tier 2 had to find the meaning by matching them with the words provided. Different from above, students of tier 3 had to find the meanings by themselves. The situation can be seen from the field notes.

After discussing lead-in, R moved to the Activity one. It was about vocabulary used in the text “Fatin”. In tier 1, Ss were not required to find the meanings because they were stated. Ss just needed to remind them well. In tier 2, to make sure Ss were well-understood with their task, R asked what the meaning of match was. By gesturing, Ss answered *menjodohkan*. Ss had to match the words and the meanings provided. Different from tier 1 and tier 2, in tier 3 Ss had to find the meanings by themselves. Ss might open the dictionary. As R walked around, students found that their answer was different from others. R stated since the meaning is similar, their answer is considered correct.

(Field notes 3, April 16th, 2014)

In doing Activity 1, the researcher monitored all students by walking around. It allowed them to ask if there was any problem. They seemed serious doing the tasks with their partner. It can be seen from this picture.



Figure 1: The researcher walked around to see students' progress.

After finishing the task, all students discussed the questions. They volunteered for answering the questions and writing down on the white board. Mostly they could answer correctly. However, some did not pronounce the words correctly so that the researcher asked them to repeat after her.

In Activity 2, the students were asked to read the text about Fatin. Although some vocabulary was introduced in the beginning, some students still asked other difficult words, such as 'bright and wears'. Instead of directly answer the questions, the researcher asked them to read it first. One by one read the text and translated into Indonesian. The researcher also corrected wrong pronunciation. The explanation about the language feature of descriptive text was delivered. Some students were involved in guessing which one the identification was, and which one the description was. The complete situation of this activity was described in this field notes.

In Activity 2, Ss were introduced with the model of the text, Fatin. Some Ss were asked to read aloud the text. R called and approached Ss who were

keeping talk and noisy. Immediately R corrected their wrong pronunciation. R explained the generic structure of the text on the white board and the language feature, and then R discussed it with the Ss together. To make sure that everyone understood with the text, R asked one by one, what the text told us. R discussed each sentence and asked the meaning to Ss. R gave explanation on the use of present tense in descriptive text. Some of them knew and nodded their head. R forced them to remember all. Then, called Ss to read the next paragraph and asked Ss to underline the feature of present tense.

(Field notes 6, April 16th, 2014)

In Activity 4 of Unit I, tiering the level of difficulty was also used. It was about completing the sentences. In tier 1, the students were provided with the verbs. In tier 2, students were provided with two choices of verbs. In tier 3, students were not provided with anything. This made confusion to the students. Some of them asked how to do the task. The researcher explained again the instruction of each tier in English and in Indonesian. This situation could be seen in the following field notes.

In tier 1, Ss were provided with the verb. They just completed the words based on the noun phrase. In tier, Ss were given two choices of verbs, and then completed them. In tier3, Ss were asked to complete them with the verb and the noun phrase correctly. Ss looked confused with the instruction, so that R had to repeat and explain again. R also gave them the example.

(Field notes 6, April 16th, 2014)

Because the students in tier 3 had the most difficult part, it took longer than others. Besides, the result was worse than others. For instance, students in tier 1 and 2 could complete the text well because they were provided with the verb. On the other hand, some in tier 3 did not put verb in making sentences, whereas the instruction was clearly stated. In addition, some wrote the sentence with wrong verb, even double verbs. It can be seen in this field notes.

In the middle of the activity, one student asked what *mempunyai* in English was. R patiently explained it. R explained the use of (is, am, are) and (has, have) because some Ss wrongly used them. For instance, she is large eyes. In fact, she has large eyes is the true one. One also wrote Kareena Kapoor is has a pointed nose. Although the explanation were given so many times, there was one student was confused to do that. R orally tested Ss with the use of has, have and is, am, are.

(Field notes 6, April 16th, 2014)

After students finished their task, the researcher asked them to write the answer on the white board. The researcher forced them including tier 1, tier 2 and tier 3 to actively participate in the class. It can be seen from this picture.



Figure 2: **The students wrote their answer on the whiteboard.**

In the production stage of Unit I, the students were asked to write the simple of descriptive text. It was about Taylor Swift. In tier 1, the students had to write a descriptive text with each part is labelled. In tier 2, the students wrote a descriptive text with each part is not labelled. In tier 3, the students wrote a descriptive text without any support. This was employed to guide and make them easy in writing the descriptive text. (See Appendix B)

This technique seemed helpful for some students. They could write the identification and description part in the right label. Yet, there was one student writing identification in the description label. For instance, she wrote these sentences in identification part. 'She has wavy hair'. 'She also has thick eye brows'.

From Activity 6, the students had not shown the improvement of writing. It was found there were some mistakes they made again. These are the examples of the mistakes in terms of punctuation. 'She is famous, because she has beautiful voice'; 'She was born in Pennsylvania, USA on Desember, 13 1989'. The first sentence lacked full stop, while the second is misused in using comma. The correction is 'She was born in Pennsylvania, USA on Desember 13, 1989.'

In term of the use of articles, most students did not write an article or misused it. For instance, 'Taylor Swift is young talented singer'; 'She has a wavy hair'. The first sentence missed 'a', so the correct form is 'Taylor Swift is a young talented singer'. There was 'a' in the second sentence, 'in front of wavy hair'. Hair here is uncountable. Therefore, the correction is 'She has wavy hair'.

Some students also did not write verbs in making sentences. For example, 'she large eyes'. The correct form is 'She has large eyes'. Besides, they still misused is/are/am to refer to *mempunyai*. This can be seen in these sentences. 'She is thick lip'; 'She also is white skin'. The right sentences are 'She has tick lips'; 'She also has white skin.' Some students were still confused in concord agreement. One wrote 'Taylor Swift have a long hair' instead of 'Taylor Swift

has a long hair'. In addition, many of them used double verb in making sentences. 'She is have thick eye brows'; 'She is have sexy lips'. They supposed to write 'She has thick eye brows'; 'She has sexy lips'.

Spelling became the big problem for some students. Almost all their work contained misspelling. Each of them contained one until two misspelling. Some words were 'whait, withe-white'; smoth-smooth; bron-born, skine-skin, nos-nose, and talentd-talented.

The following pictures are the examples of students' work.

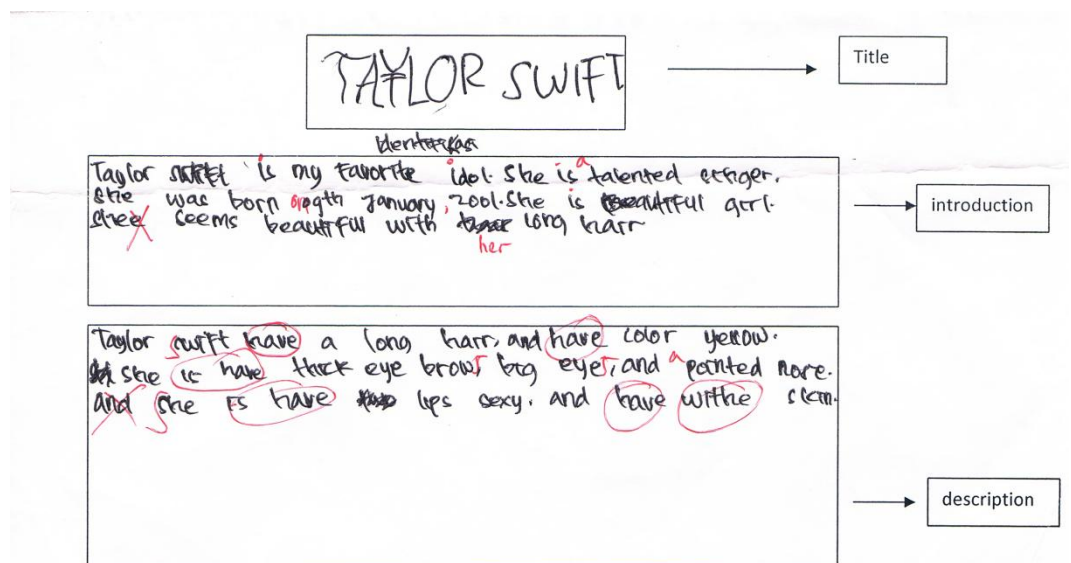


Figure 3: The example of tier 1 student's work

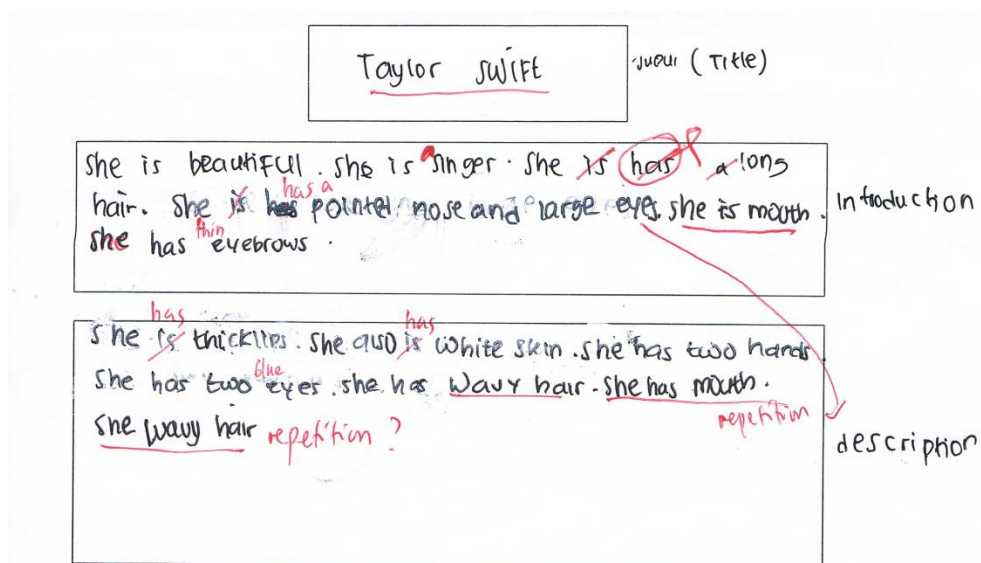


Figure 4: The example of tier 3 student's work

Based on the writing above, it can be concluded that some students made mistakes in capitalization. In addition, they were still confused on the use of single and plural forms. Repetition and pronoun were also problematic for them. Next, other elements of writing such as punctuation and spelling should be taken into account.

Since students were not appropriately challenged by the tasks, tiering the level of difficulty could solve the problem. Some students appreciated with the use of this technique. It was indicated from the following interviews.

-
- R :Udah tahu kan, pembagian tugasnya beda-beda tiap kelompok. Menurutmu gimana? Adil ga?
(As you know, the tasks were different from one to another. Was it fair?)
- S6 : Kalo menurut saya asyik, jadi ga bisa contek-contekkan, bisa mikir sendiri, biar tambah pinter pastinya.
(I think, it's fun, we could not cheat each other, we could think by ourselves, made us cleverer.)
- R :Terus kamu merasa terpinggirkan ga, Billy? Kan saya bagi tugasnya dari yang rendah, sedang, dan agak tinggi.

(Did you feel discriminated, Billy? I divided the task into low, average, and high,)

S6 : *Ga, malah enak ko mba, tugasnya beda-beda.*

(No, it was really fun having the different task.)

(Interview 6, April 16th, 2014)

He said that they could be more independent in accomplishing the task. They could do the task by themselves without asking or cheating to other friends. He also felt happy and enjoyed learning English because this kind of technique provided different tasks. The similar answers were also stated from Dinda and Fahmi. Those statements can be viewed in the interviews below.

R : *Menurutmu gimana pembelajaran hari ini, Dinda?*

(What do you think of the lesson today, Dinda?)

S7 : *Senang, bisa belajar sambil bermain.*

(I was happy, we could study and play.)

R : *Oh, gitu. Nah, ini kan tiap kelompok tugasnya beda-beda. Kelompok 1 yang mudah, kelompok 2 sedang, kelompok 3 yang agak susah.*

Menurutmu gimana dengan adanya pembagian tugas yang berbeda?

(Oh, I see. The task in each tier is different. Tier 1 is easy, tier 2 is average, and tier 3 is difficult. How do you think of the differentiation of the task?)

S7 : *Tadi kalau kelompok 1 kan katanya paling mudah, ya bisa jadi lebih ngedong lah. Bisa saling belajar.*

(As you said, tier 1 has the easiest task; I think it was more understandable. We could study each other.)

R : *Terus bingung ga?*

(Were you confused?)

S7 : *Ga si. Malah variatif*

No, I was not. It was various.)

(Interview 7, April 16th, 2014)

C : *Menurutmu, materinya gimana?*

(How do you feel about the material?)

S8 : *Materinya ngedongin.*

(It's understandable.)

C : *Yang seru materinya, terus apa lagi? Gurunya seru ga?*

(Besides, is the teacher fun?)

- S8 : *Gurunya seru juga.*
(Yes, she is.)
- C : *Terus kamu merasa gimana ga, kan tugasnya saya bagi jadi 3 lapis?*
(What do you feel by having differentiation of the task?)
- S8 : *Ga gimana-gimana. Malah membantu sekali Mba. Asik juga, unik dan beda.*
(No problem. In fact, it was helpful for me. It was fun, unique, and different.)
- C : *Beneran? Malah kamu enjoy, bisa mengerjakan, jadi terbantu, ya? Ada yang kurang ga untuk hari ini? Mungkin pertemuan kedua kamu pengen usul apa gitu?*
(Really? You could enjoy doing the task so that it was helpful. What missing today? May be you want to suggest something?)
- S8 : *Ga, ga ada.*
(Nothing.)
- C : *Ok, sip. Bagaimana dengan penguasaan kosakata?*
(Okey. What about your vocabulary mastery?)
- S8 : *Lumayan bertambah. Jadi tau pengucapannya juga.*
(I could enrich my vocab. I could also know the pronunciation well.)
- (Interview 8, April 16th, 2014)
-

It can be concluded that they liked having different tasks in a class. It was fun and helpful. The material was understandable for each tier.

In Unit II, tiering the level of difficulty was put on Activity 1, 4 and 5. Starting with Activity 1, students had to complete the sentences by listening to the teacher. In tier 1, the students were provided with two choices in each sentence. In tier 2, the students were provided with many words provided. In tier 3, students were provided without any choices. This seemed easy for the students since the text was read three times. All students could enjoy doing different tasks in the same activity. Although most students could answer correctly, several students in tier 3 found it difficult in doing number 5 and 6. This field notes showed the situation.

Because the recording was not too clear, R read the text three times. Therefore, Ss could understand the answer well. They seemed enthusiastic doing the Activity 1.

R discussed the answer together with Ss. Mostly they could answer correctly. However, a few students in tier 3 got the wrong answer in 5 and 6. Any of them wrote the light, whereas the correct word is the library. There was one wrote notice sport instead of notice boards.

(Field notes 7, April 29th, 2014)

In Activity 4, students of tier 1 were asked to list five adjectives, nouns and prepositions of the place. Students of tier 2 had to write the sentence consisting of adjectives, nouns, and preposition of place found in the text. In tier 3, students had to make their own sentences using adjectives, nouns, and preposition. Unfortunately, the tasks were not well-done. Students in tier 2 and 3 were confused to do the task. Finally, the researcher discussed it and gave the example of task in tier 2 and 3.

In Activity 5, students were asked to write the text about “My House”. In tier 1, the students had to write a descriptive text with each part is labelled. In tier 2, the students wrote a descriptive text with each part is not labelled. In tier 3, the students wrote a descriptive text without any support. This task was also used as the post-test 1. The following pictures are the example of students’ work on post test 1.

Activity 5
Make a simple descriptive text about your house.

Ade Hiko - Tier 1
Post-test 1

My house → title

My house is in Jl. Samitono No 91. → introduction

My house ^{has} window, ~~door~~, bedroom, kitchen, toilet, bathroom. My bedroom ^{is} between ^{the} toilet and kitchen. My room is small but I like it. → description

My house ^{also has} a garage. It is big. I can save my bicycle/motorcycle/car in the garage.

Figure 5: The example of tier 1 student's work on post-test 1

Activity 5
Make a simple descriptive text about your house.

Post-test 1
Ariana
Tier 2

My House →

My House ~~It~~ has two floors. ^{It is in} Jl. Nusa Indah, Karanganyar, Depok, Sleman. I school in MTsN YK 1. ? ^{not connected} →

In the on House, ^{there are} 14 toilets, I has 9 bed rooms, in family room, I has ^{the} bedroom ^{has} contents is bed, a ^{cupboard} ^{the} livingroom ^{is} clean. ^{there are} contents is chairs ^{and} tables. ^{the} kitchen ^{is} clean. ^{The} bath room is behind my room. livingroom is next to My sister's room. →

Figure 6: The example of tier 2 student's work on post-test 1

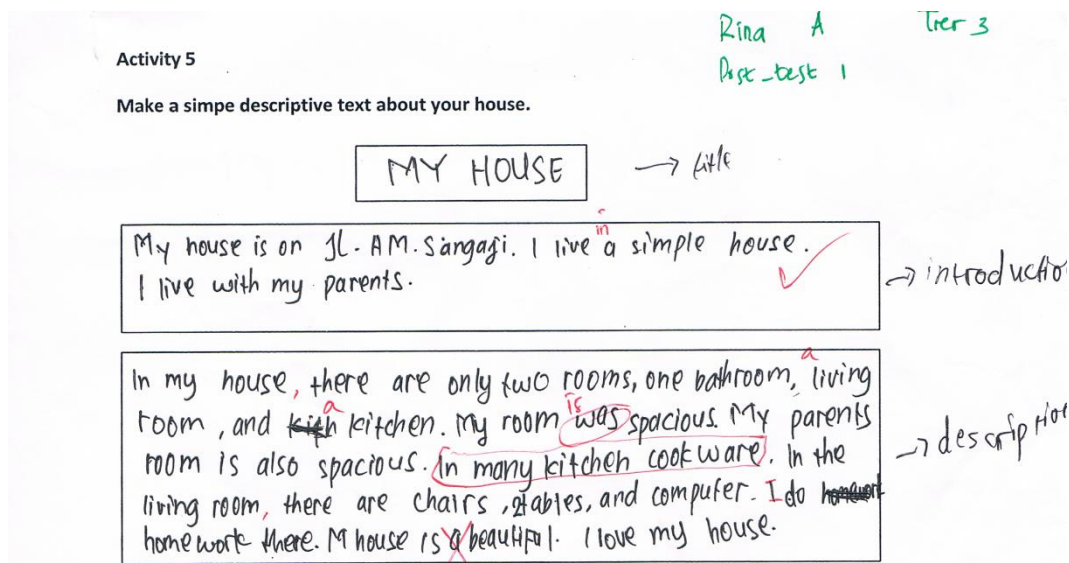


Figure 7: The example of tier 3 student's work on post-test 1

Tiering the level of difficulty could bridge between fast learners and slow learners. All students of tier 1, 2, and 3 actively participated. However, several students in tier 3 sometimes forced the researcher to choose them to answer the questions. Therefore, the domination of the class could be reduced by the actions. It can be proved from this interview.

-
- R : *Gimana? Semua siswa sudah berpartisipasi kan?*
(How was it? Did all students participate, didn't they?)
- C : *Ya, lumayan. Uda bisa terlibat semua, tapi, yang dari tier 3 tetap ngotot pengen jawab terus.*
(Yes, they did. They were involved, but some from tier3 forced to keep answering.)
- R : *Oh ya, nanti yang udah maju beri kesempatan yang lain dulu. Ngomong-ngomong kelompok 3 ga terlalu dominan kan?*
(Later, those who have done, give chance for other students. Anyway, were students from tier 3 not really dominant?)
- C : *Sudah mulai berkurang. Kalau perlu kadang-kadang ditunjuk.*
(It's getting low. You sometimes need to point them out)
-
- (Interview 10, April 29th, 2014)

2) Using interesting texts as input

Based on the result of interest questionnaires, the researcher made the material which consists of some interesting texts. Some pictures were provided to help students generate and develop ideas easily. They are Fatin Shidqiya Lubis, Sule, Kareena Kapoor, Angelina Jolie, and Taylor Swift. The students were motivated and enjoyed learning English. The situation was described in this field notes.

After made sure that everyone got one worksheet, R started to ask some questions related to theme. R also asked what the meaning of each question was. The text was about describing people. Some were accustomed to Fatin, so they looked cheerful.

(Field notes 6, April 16th, 2014)

In relation to the texts provided, several students stated that the texts were interesting and understandable. They became more motivated and enjoyed studying English. The use of pictures really helpful for them in generating ideas and understanding the texts. Those statements can be seen from several interviews transcript below.

-
- R : *Menurutmu, materinya gimana? Menarik ga?*
(What do you think about the material? Was it interesting?)
- S9 : *Ya, kalau menurutku menarik lah. Saya fans beratnya Fatin.*
(Yes, I think it's interesting enough. I'm very fond of Fatin.)
- R : *Hmmm, mudah dipahami ga?*
(Was it understandable?)
- S9 : *Ya gampang dan mudah dipahami.*
(Yes, it was)
- R : *Ada yang terlalu susah?*
(Is there any too difficult?)
- S9 : *Ada si, Cuma yang melengkapi kalimat agak bingung. Tapi, udah donk setelah dapet penjelasan.*
(Yes. It was completing the sentence, and it led me confused. But later, I could understand after your explanation.)

(Interview 9, April 16th, 2014)

-
- R : *Menurutmu, materinya gimana? Menarik ga?*
 S10 : *Ya, kalau menurutku ya cukup memotivasi. Fatin kan secara penyanyi terbaru yang muslimah.*
 (I feel it was motivating enough. As we know, Fatin is a new Muslimah singer.)
 R : *Cukup memotivasinya gimana?*
 (What do you mean motivating?)
 S10 : *Ya maksudnya walaupun Muslim, dia tetap bisa eksis dan mengembangkan bakatnya, tanpa merasa minder.*
 (I mean eventhough she is Muslimah, she could develop her talent without feeling underestimated.)
 R : *Intinya menginspirasi kamu ya? Selain itu, yang membuat materinya menarik apa saja?.*
 (So, it's inspiring you, right? Besides, what makes the material interesting?)
 S10 : *Ya pertama bikin kita paham. Terus, gambarnya banyak.*
 (The first, it's easy to understand. There were lots of pictures.)
 R : *Jadi, sangat membantu kan gambarnya? Kamu jadi ga bingung nulis idenya.*
 (So, the pictures were helpful, right? You were not confused to write ideas)
 S10 : *Jelas, Miss.*
 (Of course.)

(Interview 10, April 16th, 2014)

From the interviews above it can be proved that the material was interesting, inspiring, motivating and understandable. The pictures were also helpful because they assisted students generate ideas and understand texts.

In Unit II, the texts chosen were My School and My House. Again, the texts were equipped by the pictures. They were considered interesting due to their choices in the interest questionnaire. The students were familiar to those topics so that they could understand the texts easily and develop their ideas. In Activity 1, the students were exposed to the listening task, but they had to complete the text by writing the answer they heard. Since the task was easy, students could do the activity well. This situation is presented in this field notes.

After lead in had done, Ss were asked to move to the Activity one. The task was listening and completing the text. Ss in tier 1 were provided with two choices. Ss in tier 2 were provided with more choices. Ss in tier 3 were provided without any support. Because the recording was not too clear, R read the text three times. Therefore, Ss could understand the answer well. They seemed enthusiastic doing Activity 1. R discussed the answer together with Ss. Mostly they could answer correctly. However, a few students in tier 3 got the wrong answer in 5 and 6. Any of them wrote the light, whereas the correct word is the library. There was one wrote notice sport instead of notice boards.

(Field notes 7, April 29th, 2014)

The use of video was also able to make the text interesting. In Activity 2 Unit II, the students enjoyed watching the video. The students not only got the input, but also they could understand the use of preposition of place appropriately based on the context. This situation could be seen in this field notes.

Before playing the video, R tested them with the preposition of place. To lose their boredom and to reinforce their memory about preposition of place, R played the video. It was the song containing the preposition of place. Ss seemed happy. They enjoyed watching it and tried to follow the song. R keep pausing and playing the video and explained the importance of it. Besides, R explained some sentences in the song. While R walked around, Ss really paid attention to the video.

(Field notes 7, April 29th, 2014)

After playing the video, the researcher also explained some important items to reinforce their understanding. She wrote them down on the white board. It can be seen from the picture below.



Figure 8 : **The researcher explained the material.**

Some students were really appreciated with the use of video. It can be proven by these following interviews.

-
- R : *De, gimana pembelajaran Bahasa Inggris hari ini? Describing people sudah selesai dan ini udah mulai describing place.*
 (How was English today? The task about describing people have done and now it's about describing place)
- S11 : *Ya,,cukup menyenangkan Miss. Kita dikasih banyak latihan, tadi ada videonya juga. Jadi tambah asyik pastinya.*
 (Yes, it's fun enough. We were given many tasks and the video as well. It's getting more enjoyable, certainly)
- R : *Isi videonya maksud ga? Coba jelaskan !*
 (Did you understand what the video was about? Explain, please!)
- S11 : *Ya, intinya tentang prepositions of place. Misalnya, next to, between, beside, behind.*
 (Yes, it's about prepositions of place. For instance, next to, between, beside, behind.)
- R : *Apa yang kamu dapatkan dari video tadi?*
 (What did you get from that video?)
- S11 : *Ya, jadi tau makna dan penggunaannya.*
 (Yes, I understood the meaning and the use of preposition of place)
- (Interview 11, April 29th, 2014)
-

-
- C : *Menurutmu, how materinya?*
 (How was the material?)
- S12 : *Ya, biasa saja. Tadi yang menarik ya ada videonya. Jadi benar-bener paham.*

(Yes, just so so. What makes it interesting is the video. We could really understand it.

(Interview 12, April 29th, 2014)

3) Giving more tasks on new vocabulary

Due to the lack of vocabulary, the students were exposed to some exercises on new vocabulary. This action was implemented in Activity 1 of Unit I. New words introduced were ‘young, talented, good looking, veil, husky, and compliment’. Besides, the new vocabularies also used in Activity 4 were flat, pointed, large, and short. To support their memory, the students were asked to pronounce them. This situation can be seen in the field notes.

After waiting for a few minutes, Ss are asked to come forward. Many Ss including tier 1, tier 2, and tier 3 volunteered for answering the questions. Ss were actively involved in the writing learning process. R checked all the answers and let Ss correct their error first. One by one the question was discussed. After discussing, R asked who got true. Some of them raised their hands. Ss pronounced the words after the R. After that, R pointed one by one to pronounce it again. Some mispronounced ‘husky’ and ‘compliment’. R corrected it immediately.

(Field notes 6, April 16th, 2014)

As the researcher checked their progress, the whole students were able to do the exercise. The students in tier 2 got the exact answer because they were provided with choices. On the other side, the upper students had more various answers, even though they were correct.

The researcher provided the activity related to vocabulary in each meeting. It was done to explore students’ knowledge of vocabulary and enrich their vocabulary. The activity in each tier was different. Generally, tier 1 got the easiest, tier 2 got more difficult than tier 1, and tier 3 got the most difficult of others.

Usually tier 1 had nothing to do with the activity but remembering it well. Tier 2 often found the meaning by matching the words and the meaning, while tier 3 had to find the meaning by themselves without any help. All students were permitted to open the dictionary. They really enjoyed doing the exercise. This could be seen from the interview transcript and the picture below.

-
- R : *Alif, menurutmu latihan vocabularynya gimana? Menyenangkan ga?*
(Alif, what's your opinion about the vocabulary exercise? Was it fun?)
- S13 : *Ya, cukup menyenangkan dan menantang. Tugasnya beda-beda. Kita juga jadi rajin buka kamus.*
(Yes, it's fun and challenging. The task was different. We could also open dictionary.)
- R : *Susah ga?*
(Was it difficult?)
- S13 : *Kalau buat kelompok 1 ya jelas gampang, udah da artinya, ga usah diapa-apain.*
(It's obviously easy for tier1. The meaning is provided.)
- R : *Eh, jangan salah. Kelompok 1 juga dapet tugas mengingat dan menghapal baik-baik ko.*
(No... tier 1 got the task to remember the vocabulary well.)
- S13 : *Oh, gitu to Miss. Hehe, maaf.*
(Oh, I see. Sorry, Miss.)
- R : *Ya, ga apa apa. Kamu dari kelompok 2 ya? Gimana, susah ga?*
(Alright. Do you come from tier 2? How, was it hard?)
- S13 : *Ya, susah. Tapi jadi gampang, kan tinggal menjodohkan.*
(Yes, it's hard but it turned to easy. It's only matching.)
- R : *Ada yang asing ga vocabularynya?*
(Is there any unfamiliar vocabulary?)
- S13 : *Ada beberapa, tapi kita kan masih bisa buka kamus dan diskusi dengan teman sebangku.*
(There were some, but we could still open dictionary and also discuss with the partner.)
- R : *Jadi, intinya ga ada masalah ya?*
(The point is there was no problem, right?)
- S13 : *Ya, so far so good Miss. Hehe*
(Yeach, so far so good Miss. Hehe)
-

(Interview 15, April 29th, 2014)



Figure 9: **Students looked for the meaning of words by opening a dictionary.**

Based on the interview above, it could be seen that there was no problem faced by this student. He could answer the exercise by opening the dictionary and discussing with her partner. There were several unfamiliar words to him, but he could solve it.

The researcher also had interview with another student. The result is presented below.

-
- R : *Hai Adinda, tadi latihan vocabularynya susah ga?*
(Hi Adinda, how do you feel about the exercise on vocab? Was it hard?)
- S14 : *Ya, untuk kita kan memang paling susah Miss.*
(Yes, I feel it's hard enough for us.)
- R : *Nah, kamu bisa menyelesaikannya tidak?*
(Could you solve that?)
- S14 : *Ya, dikit-dikit bisa. Tapi kan jawabannya kadang-kadang agak beda dengan kelompok lain.*
(Ye, step by step. But sometimes, the answers were different from others.)
- R : *Ya, ga apa. Malah variatif, yang penting kan masih satu makna. .*
(Never mind. It made various, the main is it's still one meaning.)
- S14 : *Oh, gitu to.*
(Oh, like that)
- R : *Ya, terus kosakatamu nambah ga?*

- (Did your vocab improve?)
- S14 : *Ya mba. Banyak yang belum tau jadi tau.*
(Yes. Many words I began to know now.)
- R : *Setelah mengerjakan latihan, kamu paham ga dengan teksnya?*
After doing the exercise, could you comprehend the text?)
- S14 : *Iya, jadi lebih mudah dipahami mb.*
(Yes, it's easier to understand.)
- (Interview 16, April 29th, 2014)
-

It can be concluded that she could answer the difficult questions, even though the answers were various. She also could enrich her vocabulary and understand the text well.

In Unit II, this action was implemented in Activity 2. The video including the preposition of place was played. Therefore, the students could see directly what the meaning of next to, between, above, behind, beside was. This situation can be seen in this field notes.

Before playing the video, R tested them with the preposition of place. To lose their boredom and to reinforce their memory about preposition of place, R played the video. It was the song containing the preposition of place. Ss seemed happy. They enjoyed watching it and tried to follow the song. R keep pausing and playing the video and explained the importance of it. Besides, R explained some sentences in the song. While R walked around, Ss really paid attention to the video. Then, R wrote the list of preposition of place in the white board, and asked them again. R gave the example on the use of preposition of place and how to put them in the sentence.

(Field notes7, April 29th, 2014)

4) Giving more tasks on grammar

Since students were confused in understanding grammar, this action was meant to help them know the use of concord agreement. This action lay on Activity 4 and 5 of Unit 1. In Activity 4, students of tier 1 had nothing to do but completing the sentences with the phrase provided. The subjects and the verbs

were stated. Different from tier 1, students of tier 2 had to choose the verbs which were suitable with the subjects. For instance, by providing students with have/has, or is, am, are. They simply circled their answer and completed the sentences. Students of tier 3 had to find the answer of the verbs by themselves without any support. (See Appendix B)

Some students did the task correctly, but some were still confused in using the verbs although the explanation was given. It could be seen in the following field notes.

In the middle of the activity, one student asked what *mempunyai* in English was. R patiently explained it. R explained the use of (is, am, are) and (has, have) because some Ss wrongly used them. Since Ss often made mistake in making sentences, R reminded them to make a sentence correctly; there should be a subject and a verb in a sentence. Students in tier and 2 could do better than ones in tier 3. It is because they are not provided with the verbs, but completed it by themselves.

(Field notes7, April 29th, 2014)

In Unit II, giving more tasks on concord agreement was put on Activity 3. The students had to complete the sentences by writing down the appropriate verbs and prepositions. However, there were some students completing the sentences without the verbs. Besides, they still did not know the meaning of some words. It can be seen in the following field notes.

After that, Ss were asked to do the activity 3, which was completing the sentence using the appropriate verbs and preposition of places. Before they did the task, Ss asked the meaning of each preposition. Provided with the picture, Ss were expected to do the task correctly. However, two of Ss still did not know the meaning of desk, pillow, etc. R and the collaborator assisted Ss do the exercise. Some of them completed the sentences without using the verb. In fact, the instruction was clearly stated. R corrected and reminded them.

(Field notes 7, April 29th, 2014)

c. Reflection 1

After implementing the actions, the researcher and the collaborator did some reflection. It was done based on the observations in the teaching and learning process, the students' opinion, and the comments. From the implementation of the actions above, there were three main results and all of them were successful.

1) Tiering the level of difficulty

Tiering the level of difficulty was able to encourage each student to participate in the teaching learning process based on their ability. At first, the participation mostly only came from the high level students. After the implementation of this technique, the whole students could participate in the same portion without feeling discriminated. As a result, there was no domination in the class. In addition, they could do the task in a challenging way. Besides, the materials did not produce boredom for fast learners and anxiety for slow learners. They were not time consuming as well.

This technique also succeeded in making students more independent doing the task. They could not cheat each other. Most students enjoyed and were happy doing the writing tasks because it provided unique, different, and various activities. In addition, tiered activities directly improved their motivation in learning English. They were encouraged to do the task better. As a result, their achievement also improved. It could be seen from the improvement of mean value of the students' score from pre-test 41.79 to post-test 1 55.37.

However, due to the different instruction, the students were often confused what to do. They kept asking what their task was because each tier had different tasks. They made mistakes in doing tasks since what they did was not suitable with the instruction. Hence, this technique should be improved in the Cycle 2.

2) Using interesting texts as input

It was helpful to boost their motivation in learning English. Based on the observation and questionnaires, the students found it easy to study in a more enjoyable situation. Besides, they could generate and develop ideas easily due to pictures provided. Then, they could also learn more and do more in the class activities. Next, they could understand the material faster than before because it was fun. In addition, some said they started to love and interested in English. In conclusion, the action of using interesting texts was successful.

3) Giving more tasks on new vocabulary

Due to the lack of vocabulary, the materials were designed to provide students with some exercise on new words. Based on the interview conducted and the questionnaire distributed, most students said that their vocabulary mastery improved. They could understand the use of each word in some contexts. They began to comprehend that the meaning of a word in a sentence might be different from the one in other sentences. Besides, their improvement could be seen from their pronunciation, which at first, they often mispronounced. Introducing new vocabulary also benefit in making them understand the spelling of some words. Therefore, this technique was successful to enrich their vocabulary.

4) Giving more tasks on grammar

Since students lacked in understanding grammar, especially concord agreement, the tasks on grammar were provided. Compared to pre-test score, the mistakes of concord agreement was less than those in post-test 1. It implied that this action was helpful for students. They could be more aware of the use of subjects and the verbs.

After implementing the actions in Cycle 1, the researcher scored the last task as a post-test 1. It was aimed at knowing students' writing skills after the actions in Cycle 1. The mean score in post-test 1 was 65.58, which was better than that in pre-test. The complete score of students' writing skill could be seen in the Appendix G.

d. The Findings of Cycle 1

After doing reflection of the actions, there were some points that could be concluded as follows.

- 1) Tiering the level of difficulty was successful to reduce the domination of fast learners. All students could actively participate in the teaching learning process in the same portion. This action was also able to make students challenged with the tasks. They could be more independent in doing the task, so that they could be autonomous learners. In addition, this technique motivated them. As a result, they could improve their achievement. However, there was a problem dealing with this technique. Some students were often confused with the instruction stated. They made mistakes since what they did

was not suitable with the instruction. Hence, the improvement in the Cycle 2 was needed.

- 2) Using interesting texts as input enabled to boost students' motivation and interest in learning English. They also could generate ideas easily. Since the material was fun, they could comprehend it faster and better.
- 3) Giving more tasks on new vocabulary was successful to enrich students' vocabulary. They could understand the meaning, the use of each word, the spelling and the pronunciation as well.
- 4) Giving more tasks on grammar (concord agreement) was helpful to enhance their understanding of it. They gradually understand when they use 'have, has' or 'am, is, and are' related to the subjects.

3. Report of Cycle 2

a. Planning

Based on the reflection in the previous section, it was found that tiered activities were able to promote students' writing skills including their vocabulary, grammar, motivation, and participation. However, there was still a problem during the implementation of the actions. Many students were still confused with the instructions.

Considering the problem during the implementation of the actions in Cycle 1, the researcher, the collaborator and the teacher had some discussions to plan the next actions. This process was done to fulfil democratic validity. The successful actions were still implemented in Cycle 2.

1) Tiering the level of difficulty

Since tiering the level of difficulty worked out in Cycle 1, it was implemented again in Cycle 2. Based on the observation and interviews conducted, it was proven that students were challenged appropriately by the activities. Besides, fast learners did not dominate the classroom. All students were involved in the teaching learning process.

As usual, this kind of action was implemented in the vocabulary task. Tier 1 had nothing to do with the words but remembering them well. Tier 2 had to find the meaning of words by matching them. Meanwhile, tier 3 had to find the meaning without any support. Besides, this action also used Bloom's taxonomy. For instance, tier 1 had to find the action verbs and connectives used in the text by underlining them. On the other hand, tier 2 had to write down a sentence using the action verbs and connectives. Different from them, tier 3 had to produce a sentence using the action verbs and connectives used in the text.

In Unit IV, the researcher tried to raise the level of difficulty of tier 1. In vocabulary task, tier 1 had to find the meaning by choosing the words provided. On the other side, tier 2 had the same thing. However, it had more words provided than tier 1. Tier 3 almost had no support in finding the meaning.

2) Using interesting texts as input

Due to their difficulties in generating ideas and low motivation, the teaching learning process had to deal with them. One of the ways is using

interesting texts as input. By doing so, the students were gradually motivated to learn English. Besides, the interesting texts were expected to be able to stimulate their ideas. In Cycle 1, this action was considered successful. Some topics of the material they learnt were chosen by students themselves. To make the text more interesting, the researcher prepared the videos and the pictures.

3) Giving more tasks on new vocabulary

Based on the discussion held by the researcher and the English teacher, this action should be done maximally. In Cycle 1, this action was successful enough to drill students with the vocabulary. This action was increasingly important because the main problem to comprehend the English material was the vocabulary. Thus, this action was aimed at enriching students with some new vocabulary in each meeting.

4) Giving more tasks on grammar

In Cycle 1, this action was able to help students understand with the use of verbs. To improve their writing skills, this was consider important because the mistake they often made is about concord agreement. Therefore, it would be implemented again in Cycle 2.

5) Giving clearer instruction

Due to some confusion in the instruction, the students sometimes did wrong activities. The researcher tried to give clearer instruction and explained the

task more than two times. Sometimes the instruction was translated into Indonesian orally. By implementing this action, it was expected students could do the teaching and learning process. They could do the task correctly as the instruction stated. Therefore, there were no mistakes students made because they did understand the instruction.

b. Action and Observation 2

Cycle 2 was conducted on May 9, 14, 16, and 20, 2014. The text focused on procedure texts. The first was making something (recipe) and the second was doing something. The planned actions were implemented in this cycle. The description of each part is shown as follows.

1) Tiering the level of difficulty

In Activity 2 of Unit III, tiering the level of difficulty was still implemented. The task was studying the new vocabulary. Students of tier 1 had nothing to do except remembering the vocabulary well. Students of tier 2 had to find the meaning by matching them with the words provided. Different from above, students of tier 3 had to find the meanings by themselves. They had to open the dictionary carefully since they were no choices. Students enjoyed doing the task. It was described by this field notes.

Turning to Activity 2, Ss were given other recipe. It was about how to make oreo milkshake. As the instruction stated, Ss were asked to read first, and then study the meaning. As usual, the tier 3 had the hardest part. However, Ss in tier 1 were asked to remember words well. R walked around and checked Ss' work. The time given was 10 minutes. However, Ss had not finished and R gave

an extra time. Although it took long time, students seemed serious but enjoy doing the task.

(Field notes 8, May 9th, 2014)

The gradation of the task was also applied in Activity 3. As usual, tier 1 had the easiest part of all. Students of tier 1 were asked to underline the action verbs and connectives used in the text. Those of tier 2 were asked to write down the sentence containing the action verb and connective in the text. Students of tier 3 were asked to make the sentence containing the action verb and connective in the text. So they produced the new sentence. Students in tier 1 did not find it difficult while students in tier 2 and 3 seemed confused. The researcher then told again the instruction. The example was given to make them understand. This field notes proved the situation above.

Ss began to do the Activity 3. Yet, one asked where the text was, because it was stated "Read the text again". R pointed out the instruction. R read the first question; what does the text tell you. Some replied How to make oreo milkshake. R completed the answer by saying the text tell us about How to make oreo milkshake. The next questions were different, so R asked Ss to do carefully. Although the instruction was stated there, R read it in Indonesian. When R seemed busy with one girl, other student keep calling R. R approached him, and asked his problem.

One student from tier 1 asked what the connective was. R asked to all. Some of them still remembered it well.

(Field notes 8, May 9th, 2014)

When the task was confusing, some students were busy with their own activities. The researcher reminded them to be serious doing the task. This could be seen in this field notes.

As R walked around, 2 Ss looked busy playing with the pen and threw it away. R admonished them and asked not to do again; because it disturbed other Ss.

(Field notes 8, May 9th, 2014)

In Unit VI, tiering the level of difficulty was implemented in Activity 1 and 4. Activity 1 was about finding the new words. In Activity 1, students were asked to find the meaning of the words. Different from the previous version, tier 1 had to find the meaning with the words provided. Tier 2 had also the same thing with tier 1, but had more words provided. Tier 3 had to find the meaning by themselves. It can be described from the following field notes.

There were two Ss who talked and ran over. R again managed Ss to keep quiet and be serious. After Ss were calm, Ss did the Activity 1. Different from the previous version, tier 1 and tier 2 had to find the meaning by choosing the words provided. Yet, tier 2 had more choices of words. Tier 3 had to find the meaning by themselves without any support. Ss read the text and found the meaning of words. Ss discussed with their partner. There were some who cheated, so that R told them to be honest and tried by themselves.

(Field notes 8, May 9th, 2014)

In Activity 4, this technique was still implemented. It was about completing the text by appropriate verbs and connectives. Tier 2 had more choices of words than tier 1. The meaning of each word was also provided. Tier 3 had also to complete the text with the words, without the meaning provided. Since the task turned to homework, the researcher did not know the progress. However, some of them did not do the task. In fact, they were given additional time to finish it. They found it difficult to comprehend the text since the words were not familiar. This situation can be seen from the field notes.

Before continuing the material, R asked one student who stayed standing to sit down. Then, Ss took out the worksheet. R asked Ss to discuss their

homework, Activity 4. They said the text was a little bit hard for them. Some asked the meanings of tub, compartment, knob, etc. Still, there were some who did not do the homework. Therefore, R gave an extra time. Although the material seemed hard, they were challenged. They opened the dictionary and discussed with their friend. They also asked R about words they did not understand. They then willingly tried to write the answer. Without being invited, Ss came forward and wrote the answer. Ss were also asked to read and translate it. R corrected some incorrect answers.

(Field notes 8, May 9th, 2014)

This technique certainly was successfully implemented. Some students said they liked to have this kind of technique. They said it could facilitate them with different ability. It was helpful for them. They could improve their achievement and they could have more in learning English. It can be seen from the following interviews.

-
- R : *Hai Faza, bosan ga dengan tugas yang beda-beda?*
(Hi Faza, didn't you get bored with this different task?)
- S15 : *Ga, kan kadang-kadang tugasnya juga sama.*
(No, actually sometimes we had the same task.)
- R : *Nah, apa yang kamu dapat dengan adanya tugas yang bervariasi?*
(What did you get from this?)
- S15 : *Ya, kita jadi tau kemampuan kita masing-masing. Membantu intinya.*
(We could know our own ability. It's helpful.)

(Interview 17, Mei 9th, 2014)

-
- R : *Billy, bosan ga tugasnya gini?*
(Hi Billy, didn't you get bored with this task?)
- S6 : *Ga sama sekali, malah bisa meningkatkan prestasi belajar. Bisa belajar sendiri dan berusaha sendiriMba.*
(No at all. It could improve the learning achievement. We could be an autonomous learner)
- R : *Jadi lebih mandiri ya?*
(So, you became more independent, right?)
- S6 : *Terus apa yang kamu senangdari tugasnya?*
(What made you happy from the task?)
- R : *Ya, saya dapat banyak hal, dapat kosa kata yang belum tau. Dapet lebih pokoknya.*
(I got many things, got some vocab I had not known. I obtained more.)

- S6 : Oh, gitu to.
(Oh, I see.)
- R : *Ya, terus kosakatamu nambah ga?*
(Did your vocab improve?)
- S6 : *Ya mba. Banyak yang belum tau jadi tau.*
(Yes. Many words I began to know now.)
- R : *Setelah mengerjakan latihan, kamu paham ga dengan teksnya?*
(After doing the exercise, could you comprehend the text?)
- S6 : *Iya, jadi lebih mudah dipahami mb.*
(Yes, it's easier to understand.)

(Interview 18, Mei 9th, 2014)

2) Using interesting texts as input

Based on the result of interest questionnaires, the researcher made the material which consisted of some interesting texts. One of them was "How to make cupcakes". This topic was chosen by some students when the interest questionnaires were distributed. To make it more interesting and to ease students' ideas, the picture and the video were used.

Before the researcher played the video of "How to make cupcakes", students were asked some questions. They were aimed at preparing the students' readiness in receiving the material. When the video was played, students seemed happy and interested in. It could be proven from the field notes.

Before went further to the material, R distributed the worksheet. R asked some questions e. g. "have you ever made cupcakes? What are the materials needed, etc" to build their readiness. R asked who wrote the cupcakes in the list how to make something. Some of them raise their hands. R prepared the laptop and LCD and asked them to pay attention to the video. Ss looked happy when the video was played. Ss seemed focus and listened to it. R paused and replayed and asked the meaning of words, or sentences. R asked whether they had difficult words. Some asked caster sugar, butter, batches, etc. After watching the video, the Ss read the transcripts.

(Field notes 8, May 9th, 2014)

In delivering the material, the researcher also emphasized some difficult words contained in the video and wrote them on the white board. It can be seen from this following picture.



Figure 10: **The researcher explained the content of the video.**

Other interesting texts were how to make oreo milkshake, banana milkshake, and fried eggs. Some pictures contributed to attract the students' interest and explore their ideas. Besides, the varied task did not made students bored easily. For example, in Activity 4 students were asked to complete the text, while in Activity 5 they had to arrange the sentences into a good order. The situation can be seen in the following field notes.

R also asked the task given last week, Activity 4. Ss were asked to write down on the white board. Each group actively participated, not only the tier 3. Then, R

commanded one by one to read the first sentence. R asked the meaning of melt. Some replied *mencairkan*, *melelehkan*, etc. Next to the second sentence, R asked the meaning of it. Few did not know the meaning of yolk, but one replied *kuning telur*. Some also did not understand the meaning of harden. R wrote hard and harden in the white board. Suddenly, there was a teacher who called the rolling. R also explained let fry and allow to cook had the same meaning. There were two Ss who wanted to borrow the dictionary. R invited one to read the next sentence and asked all to listen to her. The students seemed focus following the Activity.

(Field notes 9, May 14th, 2014)

To strengthen the situation, students' opinions were asked. These could be seen from the following interviews.

-
- R : *Sauqi, gimana tadi materinya? Seru ga?*
(Sauqi, how was the material? Was it fun?)
- S16 : *Seru, Miss. Ada videonya, ada tulisan jalan juga. Jadi tau maksudnya.*
(Yes, it was. There was a video and the running text as well. I knew the meaning)
- R : *Ooh, menarik ya kalau ada videonya. Jadi, kamu paham ya? Terus teks yang lain tadi gimana?*
(Ooh, it was interesting cos there's a video. So, you got it, right? Then, what do you think about the other text?)
- S16 : *Ya, sama walaupun gak semenarik yang pertama. Tapi, tetap seneng ko, Miss. Kita dapet sesuatu yang baru. Ada saja yang beda.*
(Yes, they were same although it's not more interesting than the first. But, I'm still happy. There was always something different.)
- R : *Bosan ga, dikasih banyak teks dan latihan?*
(Were you bored given some texts and exercises?)
- S16 : *Ga, tapi cape. Hehehe. Ga papa ko Miss, kita jadi banyak berlatih menulis.*
(No, I wasn't, but tired. Hehehe. It's ok, Miss, we could do more exercise in writing.)

(Interview 19, Mei 9th, 2014)

-
- C : *Fatoni, ya? Menurutmu tadi materinya gimana?*
(Fatoni, right? What do you think about the material?)
- S17 : *Materinya mudah dipahami.*
(The material was understandable.)
- C : *Yang mana? Yang cupcakes atau oreo milkshaake?*

- (Which one? The cupcakes or oreo milkshake?)
- S17 : *Dua-duanya. Tapi lebih baik yang pertama, soalnya diputerin video, jadi jelas maksudnya..*
(Both of them, but the first was better. Since the video was played, the meaning of the text was clear.)
- C : *Bosen ga?*
(Did you get bored?)
- S17 : *Ga sama sekali.*
(No at all)

(Interview 20, Mei 9th, 2014)

From the interviews above, it can be concluded that the material, especially the texts were interesting enough. The use of video was significant. It made students comprehending the text easily and enjoyed learning English. Given some texts and exercise did not make them bored easily. They could study and obtain something different. They could do more practices in writing.

In Unit IV, the students also learned the procedure text. It was about how to play a cassette and record on the recording. There were other topics selected by some students themselves such as, how to operate washing machine and how to make a phone call. Although the text in Activity 5 seemed hard for them, students still looked serious doing the task. They were challenged by the task. This can be drawn in the field notes.

Although the material seemed hard, they were challenged. They opened the dictionary and discussed with their friend. They also asked to the R about words they did not understand. They then willingly tried to write the answer.

(Field notes 11, May 20th, 2014)

3) Giving more tasks on new vocabulary

This action was implemented in Activity 2 of Unit III. New words introduced were recipe, serve, vanilla, mixture, ingredient, and thick. It can be seen in the following field notes.

When R walked around, some were unsure with the meaning they wrote, for instance, blend and mixture. They wrote the same meaning for the different words. R asked them to re-check in the dictionary. Any student wrote *tebal* for thick.

When discussing, R asked Ss to answer orally to save the time. However, R invited some Ss in each tier. Therefore, they can participate in the same portion. R also invited those who seldom answered and seemed calm. R asked what the difference between mix and mixture. Some asked mix is *mencampur*, while mixture is *campuran*. Then, R added that mixture is noun and mix is verb. It led one asked what noun was. R re-asked to all. Few said *kata benda*. And then R asked what verb was. Ss replied *kata kerja*. R gave information about thick. Sometimes it was *tebal*, but sometimes it was *kental*, just like in this context.

(Field notes 8, May 9th, 2014)

Besides, the new vocabularies also used in Activity 4 were crack open, melt, flip, serve, and butter. Although the students had to deal with some vocabulary, they seemed happy. They could enrich their vocabulary. It was indicated by the following interviews.

-
- R : *De, gimana pembelajaran Bahasa Inggris hari ini?*
(How is the English today?)
- S18 : *Ya,,bikin kita tambah menguasai kosa kata, miss. Makin bisa baca bahasa inggris.*
(We can enrich our vocabulary. We are able to read English more.)
- R : *Kira-kira materinya sulit ga?*
(What do you think about the material?)
- S18 : *Lumayan lah mba.*
(It's challenging.)
- R : *Yang paling asyik apa hari ini? Pelajarannya gimana?*
(What's the funniest thing today? How is the lesson?)

S18 : Yang paling asyik ya kalau ngomongin makanan, prosedur teks. Hehehe.. Enak ko pelajarannya miss.

(The funniest is about food, procedure text. Hehe)

(Interview 21, May 14th, 2014)

In Unit IV of lead-in, students were asked to write the name of each appliance. Here, they were provided with the pictures. They seemed familiar with the pictures, so they could do the task well. It can be seen from the field notes.

Here, Ss had to write the names of the appliances. To make it clear, R also translated to Indonesian. Ss could do the task seriously, although they made a bit noise. Each looked enthusiastic to answer. Each wanted to write the answer. R decided to give more chance to those who seldom participated. Mostly Ss knew the appliances in English. R asked whether Ss had difficulties.

(Field notes 8, May 9th, 2014)

In Activity 1, students were asked to find the meaning of the words. Different from the previous version, tier 1 had to find the meaning with the words provided. Tier 2 had also the same thing with tier 1, but had more words provided. Tier 3 had to find the meaning by themselves. It can be described from the following field notes.

There were two Ss who talked and went around. R again managed Ss to keep quiet and be serious. After Ss were calm, Ss did the Activity 1. Different from the previous version, tier 1 and tier 2 had to find the meaning by choosing the words provided. Yet, tier 2 had more choices of words. Tier 3 had to find the meaning by themselves without any support. Ss read the text and found the meaning of words. Ss discussed with their partner. There were some who cheated, so that R told them to be honest and tried by themselves.

(Field notes 8, May 9th, 2014)

4) Giving more tasks on grammar

In Unit III, giving more tasks on grammar lay on Activity 4. Students had to complete the texts by appropriate connectives and verbs. Since procedure texts was easier for them, they could write the verbs in the right form. They did not need to think of adding –s or –es because the imperative sentences were in the form of stem verbs. However, in doing the task, they had difficulties in other aspect, that is vocabulary. It can be seen from the following field notes.

Next to the second sentence, R asked the meaning of it. Few did not know the meaning of yolk, but one replied *kuning telur*. Some also did not understand the meaning of harden. R wrote hard and harden in the white board. R also explained let fry and allow to cook had the same meaning.

(Field notes 9, May 14th, 2014)

In Unit IV, this action was implemented in Activity 4. Students had to complete the text by appropriate verbs and connectives. In unit IV, students had to do the same thing in Activity 4. However, the help given to each tier was different. While students of tier 1 had many words with the meaning stated, students of tier 2 had many more choices of words with the meaning stated also. Different from them, students of tier 3 had word choices without the meaning stated. Overall, they could finish them correctly since the verbs required were in the stem form. Yet, the difficult words were sometimes confusing them. It can be seen from field notes below.

R asked Ss to discuss their homework, Activity 4. They said the text was a little bit hard for them. Some asked the meanings of tub, compartment, knob, etc. Still, there were some who did not do the homework. Therefore, R gave an extra time. Although the material seemed hard, they were challenged. They opened the dictionary and discussed it with their friend. They also asked R about words they did not understand. They then willingly tried to write the answer. Without being

invited, Ss came forward and wrote the answer. Overall, they could answer correctly. Then, Ss were also asked to read and translate it. R corrected some incorrect answers in term of spelling and punctuation.

5) Giving the clearer instruction

It was aimed at making students clearly understand about the instruction so that they could do the task based on the task demand. Some of students were confused with the instruction stated on the worksheet. At first, the researcher intended to write the Indonesian below the instruction. However, the collaborator said it was not effective enough. Letting students think and guess the meaning is better. Finally, the researcher just orally repeated the instruction. Besides, the instruction was sometimes translated into Indonesian orally, not written. In addition, the researcher used mimics and gestures. By clearer instruction, the students got the clear idea about what were going to do.

This action was implemented almost in every time the researcher gave the task. It can be seen from the field notes.

Ss began to do Activity 3. Yet, one asked where the text was, because it was stated "Read the text again". R pointed out the instruction. R read the first question; what does the text tell you. Some replied How to make ore milkshake. R completed the answer by saying the text tell us about How to make ore milkshake. The next questions were different, so R asked Ss to do the exercise carefully. Although the instruction was stated there, R read it and translated into Indonesian. Some mimics and gestures were also used.

(Field notes 8, May 9th, 2014)

Other situations can be seen in the other field notes.

R commanded Ss to continue doing the Activity 4. It was about completing the text. Here, three tiers had the same task. R read the instruction and translated it in Indonesian. Some of them nodded their heads, meaning that they understood what they had to do.

(Field notes 8, May 9th, 2014)

There were some students keeping asking what had to do. In fact, the R had said and the instruction was stated. Finally, R repeated the instruction in Indonesian.

(Field notes10, May 16th, 2014)

In Activity 3, Ss did the varied task. The researcher read the instruction two times to make them understand what they were going to do. R also gave some gestures to confirm their understanding. All students seemed know what their task was. Tier 1 had to underline the action verb and the connectives in the text. Tier2 had to write down the sentence using the action verb and connective. Tier 3 had to produce the new words containing the action verb and the connective. After done, R and Ss discussed the answers.

(Field notes10, May 16th, 2014)

From the field notes above, it can be concluded that giving the clearer instruction was able to communicate what students had to do with the task. They understood and did the task smoothly.

The following picture tells the researcher used gesture to make the instructions clear.



Figure 11: **The researcher used gestures to make the instructions clear.**

This action seemed helpful for students who did not really understand the meaning of each instruction. They could do the task as the instruction stated. Some students' opinion proved the success of this action. It is presented as follows.

-
- R : *De, sempat bingung ga kalau ngerjain tugas minggu-minggu lalu? Maksudnya tugasnya apa ga ta, gitu?*
(Were you ever confused when doing the task several weeks ago? I mean, you did not know what the task is about.)
- S8 : *Ya pernah.*
(Yes, I were.)
- R : *Alasannya kenapa?*
(What's the reason?)
- S8 : *Secara tugasnya beda. Terus, ga tau arti perintahnya.*
(The task was different. Then, we did not understand the meaning of instruction)
- R : *Membantu ga, kalo mba bacakan lagi perintahnya dan menerjemahkan ke Indonesia?*
(Was it helpful, when I read the instruction again, and translated into Indonesian?)
- S8 : *Pasti, Miss. Kita malah jadi tau kalo perintahnya ini berarti Inggrisnya gitu.*
(Of course, Miss. We knew if the instruction like this, so the English must
-

be like that)

(Interview 22, May 14th, 2014)

- C : *Menurutmu gimana dengan adanya mimic dan gesture?*
(What do you think about the use of mimics and gestures?)
- S9 : *Mmm, kita jadi tau benar perintahnya apa.*
(Mmm, we could clearly understand what the instruction was.)
- C : *Jadi ga bingung kan?*
(So, you were not confused, right?)
- S9 : *Pasti*
(Of course.)

(Interview 23, May 14th, 2014)

From the interviews above, it can be concluded that the repetition and the translation of the instruction were helpful to make them understand the instruction. The use of mimics and gestures also avoided misunderstanding of the task given.

c. Reflection 2

Having conducted the actions in Cycle 2, the researcher evaluated them. The research team held a discussion to analyze the data from the observation of the teaching and learning process by using field notes, interviewing with collaborator and students. All opinions and comments were written. It was found that the actions conducted in Cycle 2 were successful. The four results of the reflection are presented as follows.

1) Tiering the level of difficulty

This action was greatly successful to overcome some problems. First, students were actively involved in the every activity. Not only above-level students, but also the rest of students could participate, do the task, and answer the questions. There was no domination anymore.

Besides, all students were more challenged by tiered activities. Due to different abilities, they really needed different scaffolding which met their needs. This action was expected to provide the material that not boredom-producing for fast learners, not anxiety-producing for slow learners and not time-consuming.

This action also benefited in making students aware of their own capability. They could be more independent in studying English. Some students said they liked to have this kind of technique. They said it could facilitate them with different ability. It was helpful for them. They could improve their achievement and they could have more in learning English.

2) Using interesting texts as input

Due to the lack of interest and motivation in learning English, this action was expected to solve that problem. Besides, this was meant to explore students' ideas. The result of this action was that the students were highly motivated to study English. They could also develop their ideas easily and understand the texts better. From the interviews previously mentioned, it can be concluded that the material, especially the texts were interesting enough. The use of video was significant. It made students comprehend the text easily and enjoyed learning English. Given some texts and exercise did not make them bored easily. Therefore, providing interesting texts was successful to improve students' motivation and ease students in exploring their ideas.

3) Giving more tasks on new vocabulary

The researcher implemented this action to provide the activity related to vocabulary. It was done to explore students' knowledge of vocabulary and enrich

their vocabulary. Since they lacked vocabulary, drilling the exercise on new words could facilitate them. This action was good enough because by understanding the vocabulary well, they could comprehend the text as well. Thus, the writing skills improved significantly.

4) Giving more tasks on grammar

Some tasks offered students to do more practices on grammar. The data proved they improved their grammar, especially in concord agreement. They understood the use of verbs related to the subjects.

5) Giving the clearer instruction

The main point in tiered activities is the different instruction. That is why the researcher avoided an ineffective thing happening in Cycle 1. Students were confused what to do with the task. Some students were not able to understand the meaning of instruction, so that they did the wrong task. To bridge this problem, the researcher implemented this action. It was done by repeating the instruction two times and sometimes translated into Indonesia. Besides, the researcher used some mimics and gestures to make sure that they had understood what they should do before starting new activity. It was good enough to make them clearly understand. Therefore, tiered activities could be done maximally.

After implementing the actions in Cycle 2, the researcher scored the post-test 2. It was aimed at knowing students' writing skills after the actions in Cycle 2. The mean score was 65.58. The complete students' writing score could be seen in the Appendix G.

d. The Findings of Cycle 2

After doing reflection of the actions, there were some points that could be concluded as follows.

- 1) The action of tiering the level of difficulty was successful for making the teaching learning process of writing better. The participation of students came for all different tiers, including tier 1, tier 2 and tier 3. There was no domination happening in the classroom. They were also challenged by tiered activities. They could be aware of their capability, so that they could be more independent in accomplishing task.
- 2) Using interesting texts as input was successful to make them more motivated and interested in English. They could easily generate ideas and comprehend the material. In addition, they were also not bored easily.
- 3) Giving more tasks on new vocabulary was successful to enrich students' vocabulary. They could understand the meaning, the use of each word, the spelling and the pronunciation as well.
- 4) Giving more tasks on grammar could improve students' understanding of grammar. They could differentiate when they use 'is, am, are, have, has' when deal with the subjects.
- 5) Giving the clearer instruction was successful to make students understand the instruction. The researcher repeated and translated the instruction. Besides, some mimics and gestures were used.

B. Discussion

After conducting Cycle 1 and Cycle 2, it was proven that the implementation of tiered activities was successful to improve the writing skills. The four main actions were successful in Cycle 1. However, there was a problematic situation; students were confused with the instruction stated. Whereas, tiered activities rely on differentiated instruction. Therefore, the researcher emphasized the instruction when students did the activities by repeating and translating it to Indonesian. Some mimics and gestures were also used. The researcher tried to make them understand the instruction well. It was done in order to avoid the mistakes they made.

The successful actions were still used in Cycle 2, but there was an additional action to overcome the problem above. The detailed explanation is presented below.

1. Tiering the level of difficulty was successful when implemented in Cycle 1 and Cycle 2. This action was implemented in the task of vocabulary and completing task. It encouraged each student to participate based on their ability. At first, the participation mostly only came from the high level students. After the implementation of this technique, all students could participate in the same portion without feeling discriminated. As a result, there was no domination in the class. In addition, they could do the task in a challenging way. They could be more independent in accomplishing the task and more motivated to learn English.

2. Using interesting texts as input was successful in Cycle 1 and Cycle 2. It could improve students' interest and motivation in learning English. Besides, in such a condition, students could do learning maximally without feeling burdensome and bored. The use of pictures and videos made them understand the materials delivered. It also stimulated the students' ideas so that they could easily generate them.
3. Giving more tasks on new vocabulary was successful both in Cycle 1 and Cycle 2. This action was considered good since some students could enrich their vocabulary. They could understand the meaning and the use of each word. Besides, the improvement came from those who had problems in spelling and pronunciation.
4. Giving more tasks on grammar was successful in Cycle 1 and Cycle 2. It was able to make students understand the use of concord agreement. They could be more aware of their mistakes.
5. Giving the clearer instruction was successful in Cycle 2. This action was added in Cycle 2, because some students were often confused with the instruction in Cycle 1. It was aimed at making them understand the instruction stated in the worksheet. The researcher repeated and orally translated the instruction into Indonesian. Sometimes, some mimics and gestures were also used. This action was successful since the students were not confused anymore with the instruction. They could do the task without keeping asking what they had to do.

From the descriptions above, it can be concluded that there were some improvements in the writing skills. The complete description is presented below.

1. The improvement related to the students' participation.

The result found that the students' participation improved after implementing tiered activities. It was because all students including tier 1, tier 2 and tier 3 were encouraged when being involved in the teaching learning process. There was no domination in the class. In addition, they were appropriately challenged by the activity. Since they had different needs, they were provided with the same activity, but in the different support. Tiering the level of difficulty made them aware of their ability. They also were encouraged to be more independent in accomplishing the task.

2. The improvement related to students' vocabulary

The use of tiered activities took a role in improving students' vocabulary mastery. It was because they were given several tasks on new vocabulary. It let them enrich their vocabulary. Besides, the researcher always asked them to pronounce and pay attention to the new words. It allowed them to understand the pronunciation and the spelling well. In addition, they knew the use of the vocabulary in different context.

3. The improvement related to students' grammar

In term of concord agreement, students showed their significant progress. They understood the use of verbs related to the subjects.

4. The improvement related to students' motivation

The students' motivation and interest tended to be high. It was because they were provided with interesting materials which were equipped by some pictures and videos. They were not bored easily and they could develop ideas as well.

C. General Findings

The actions were conducted in two cycles. Based on the reflections in each cycle, there were some points that could be summarized as follows.

1. The implementation of tiering the level of difficulty in Cycle 1 and Cycle 2 could improve the writing skills of class VII D. The participation and the involvement came from all students including tier 1, tier 2, and tier 3. Since they were provided with appropriated activities, they were challenged. Fast learners did not dominate while slow learners were not left behind. The improvement also lay on their motivation in learning English. They were encouraged to do the task better. As a result, their achievement also improved.

The improvement of the achievement can be seen from the comparison score of pre-test and post-test. According to the scores of writing using Anderson's writing rubric, it was found that the mean of pre-test was 41.79. Meanwhile, the fact of the students' writing improvement was also supported by the post-test score. It was done after the action in Cycle 1 and Cycle2 finished. From the test, it was found that the scores in post-test 1 were

improved. The highest score was 70.83 and the lowest score was 37.5. The mean score was 55.37. On the other side, the scores in post-test 2 were also improved. The highest score was 79.16 and the lowest score was 37.5. The mean score was 65.58. The brief comparison between pre-test and post-test 1 and 2 is presented in the table below.

Table 8: The Comparison among the Pre-test, Post-test 1 and Post-test 2 Scores

Categorize	Pre-test	Post-test 1	Post-test 2
High	62.5	70.83	79.16
Low	25	37.5	37.5
Mean	41.79	55.37	65.58
SD	8.70	9.18	10.14

2. The implementation of using interesting texts as input was considered successful to boost students' motivation and interest in learning English. Some of the topics chosen by students in the interest questionnaires were studied in the classroom. For instance, Fatin Shidqiya Lubis, Taylor Swift, My House, My School, How to Make Cupcakes, How to Operate Washing Machine, and How to Make a Phone Call. Besides, the researcher provided some videos and pictures to support the material delivered. All students could generate ideas easily and comprehend the material better. They were also not bored easily.
3. The implementation of giving more tasks on new vocabulary could improve students' vocabulary mastery. Students could enrich their vocabulary. Besides, they understood the meaning, the use, the spelling and also the pronunciation of each word. As a result, they could comprehend texts easily.

4. Giving more tasks on grammar could enhance their understanding in concord agreement. They could differentiate when they use 'is, am, are, has, have'.
5. Giving the clearer instruction could reduce students' confusion with the instruction stated. By repeating and translating done by the researcher, the students could understand what had to do with the task. Besides, to support their understanding, some mimics and gestures were used.

Briefly the following statements were the comparison description of students' improvement before and after the implementation of the actions. The table is presented as follows.

Table 9: **The comparison of the situation after Cycle 1 and Cycle 2**

Before actions were implemented	After Cycle 1	After Cycle 2
Students lacked vocabulary.	Students enriched their vocabulary.	Students enriched their vocabulary and comprehended the texts well.
Students were confused in understanding grammar (concord agreement).	Students understood the use of verbs related to the subjects.	Students clearly understood the use of verbs related to the subjects.
The students were not appropriately challenged by the tasks.	The students were appropriately challenged by the task.	The students were appropriately challenged by the task and could be more independent in accomplishing the task.
Fast learners dominated the classroom.	Fast learners were still dominating the classroom.	There was no domination in the classroom.
It was difficult for students to generate ideas.	Students could develop ideas easily due to the pictures provided.	Students could develop ideas easily due to the pictures provided.
Students' motivation in learning English was low.	Students' motivation in learning English was gradually high.	Students' motivation and interest in learning English improved so that they enjoyed learning English.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This study was action research which was aimed at improving the writing skills of the seventh grade students of MTs N Yogyakarta 1. Tiered activities became the focus of the study. This study involved the students of class VII D which consisted of 31 students; 17 females and 14 males. It was carried out in the second semester of the academic year of 2013/2014, from April until May 2014. This research was conducted in two cycles, which each cycle consisted of two until four meetings.

This study started with the process of reconnaissance in which the existing problems in writing skills were identified. Once the problems were identified, the stages of this study were done, namely planning, action, observation, and the last, reflection.

From the reconnaissance stage, some problems related to writing skills were found. First, students lacked vocabulary. Second, they had difficulties in generating ideas. Besides, they were confused in understanding the grammar (concord agreement). Next, related to the material used in a mixed ability classroom, students were not challenged by the tasks. Fast learners often dominated the classroom. The activity or the task was not appropriate for all students since they had different needs. The same task employed could be

anxiety-producing and boredom-producing. Therefore, it is a must to differentiate the activity based on their readiness, interest, and profile.

In order to solve those feasible problems, tiered activities were employed. Five major actions were discussed with the English teacher and the researcher, namely tiering the level of difficulty, giving interesting texts as input, providing more tasks on new vocabulary, giving more tasks on grammar and the last, giving the clearer instruction.

First, tiering the level of difficulty was employed by providing students with different support to the activity. Based on the interest, readiness questionnaires and the pre-test, the students were divided into three tiers, namely tier 1 (slow learners), tier 2 (average learners), and tier 3 (fast learners). Every tier had the same kinds of the activity, but different scaffolding. It was done in order to get the key concept of the learning materials.

This action was successful to improve their participation. Students were challenged since they were provided with different tasks. They could be more independent in studying English. They could also be aware of their own ability. Besides, the material studied was not boredom-producing for fast learners, not anxiety-producing for slow learners and not time-consuming.

Second, using interesting texts as input promoted students to do the teaching learning process in a good atmosphere. Their motivation and interest in English improved so that they could comprehend the material faster. They also could develop ideas easily.

Third, giving more tasks on new vocabulary was successful to enrich their vocabulary. They could understand the meaning, the use, the spelling and the pronunciation well. By this action, the students could also comprehend the text better.

After that, giving more tasks on grammar was able to facilitate students in understanding grammar. In the pre-test, they made many mistakes in concord agreement. After this action was implemented, they could gradually understand when they use 'is, am, are, have, has' and other verbs.

The last, giving the clearer instruction was able to make students understand of what they had to do. By repeating, translating the instruction into Indonesian, using mimics and gestures students were not confused. Therefore, they could do the task based on the task demand.

B. Implications

Based on the conclusions, some considerations are needed to improve the writing learning process. The implications of the actions implemented are presented as follows.

1. The improvement of students' participation implies that tiered activities encouraged students to actively participate in the teaching learning process. Fast learners did not dominate, while the slow learners were not left behind. Their writing skills improved because all students were involved in every activity.

2. The improvement on students' vocabulary mastery implies that giving more tasks on new vocabulary allowed them to enrich their vocabulary. They were exposed to some new words, so that they had to deal with the meaning, the use, the spelling and even the pronunciation of the words.
3. Their improvement on grammar implies that providing more tasks on grammar was helpful. They could do more practices and write English text well without many errors.
4. The improvement of students' ideas and motivation in learning English implies that using interesting texts as input was able to boost students' interest in English and help them generate ideas. They could enjoy the teaching learning process without feeling burdensome and bored easily. The students could comprehend the material better in such a condition.

C. Suggestions

Based on the conclusions and implications explained above, some suggestions are directed toward the English teacher and the next researcher.

1. To the English teacher
 - a. In a mixed-ability classroom, the teacher should differentiate the tasks in order to make students challenged.
 - b. The teacher should provide interesting texts that facilitate students' needs, so that they are motivated to have a better learning.
 - c. The teacher should prepare the media that can support and help students in understanding the material and avoiding them from boredom.

- d. The teacher should provide more tasks on new vocabulary in which they could enrich their vocabulary, in terms of the meaning, the use, the spelling, and the pronunciation.
- 2. To the next researcher
 - a. The next researcher should take into account the elements of differentiation, such as readiness, interest, and learning profile.
 - b. The next researcher could use this study as a reference to conduct similar research on the impact of tiered activities in the writing learning process.

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APPENDICES

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COURSE GRID

School	: MTs N Yogyakarta 1
Class/ semester	: VII/2
Subject	: English
Standard of competence	: 12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat
Basic competence	: 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive/ procedure</i>
Skill	: Writing

Meeting	Indicators	Topic	Language	Input	Activity
1st meeting	<ol style="list-style-type: none"> Students can use vocabulary accurately in describing people Students can write the noun phrase based on the picture Students can use the simple present tense in describing people appropriately Students can arrange the jumble words Students can use correct generic structure of the descriptive text Students can write other examples of descriptive text 	Describing people	-Simple present tense S+V+O S+(be)+adj/C -Adjectives: young,talented, cute, good looking -Noun: veil, compliment -noun phrase	-descriptive text - pictures - video	Lead in Answer the questions related to the topic Activity 1 (tiered) Ss study the meaning of words Activity 2 Ss are introduced with the descriptive text and the language feature of the text Activity 3 Ss complete the passage based on the words provided

					<p>Activity 4 (tiered) Ss write the noun phrase based on the picture and make the sentences</p> <p>Activity 5(tiered) Ss arrange the jumble words</p> <p>Activity 6(tiered) Ss make a simple descriptive text.</p> <p>Activity 7(tiered by interest) Ss describe their favorite singer, artist, painter, scientist, etc</p>
2nd meeting	<ul style="list-style-type: none"> Students can use vocabulary accurately in describing place Students can use preposition in describing place appropriately Students can write other examples of describing place 	Describing place	<p>-simple present tense</p> <p>-preposition on, in, under, behind, in front of, behind, etc</p> <p>-adjectives</p> <p>-nouns</p>	<p>-Descriptive text</p> <p>- pictures</p> <p>- video</p> <p>-song</p>	<p>Lead in</p> <p>Ss</p> <p>Put a thick (√) on school facilities that they have in school</p> <p>Activity 1(tiered) Complete the passage</p> <p>Activity 2 Ss watch and listen to the video and study the preposition of place</p> <p>Activity 3(tiered) Ss complete the sentences using the appropriate verb and preposition of place</p> <p>Activity 4(tiered) Ss read another text and answer the questions</p> <p>Activity 5 Ss make a descriptive text about their house</p>
3th meeting	<ul style="list-style-type: none"> Students can use imperative sentences Students can use the action verbs Students can use the connectives Students can arrange the jumble words Students can arrange the jumble sentences Students can write other examples of making something 	How to make something	<p>-Imperative sentences</p> <p>-action verb</p> <p>-conjunctions/ connectives</p>	<p>-Procedural text</p> <p>- pictures</p> <p>- video</p>	<p>Lead in</p> <p>Ss label the kitchen utensils</p> <p>Activity 1 Ss read the recipe and find the meaning of words (tier)</p> <p>Activity 2 Ss are introduced with the use of imperative sentence, action verbs.</p> <p>Activity 3</p>

					<p>Ss complete the text using the appropriate sentence connectors</p> <p>Activity 4</p> <p>Ss arrange the jumble sentences into a good order</p> <p>Activity 5</p> <p>Ss make a procedure text based on the picture</p>
4th meeting	<ul style="list-style-type: none"> Students can use vocabulary based on the picture Students can use the imperative sentences appropriately Students can arrange the jumble words Students can arrange the jumble sentences Students can write other examples of operating something 	How to operate something	<p>-Imperative sentences</p> <p>-action verb</p> <p>-conjunctions/ connectives</p>	<p>-Procedural text</p> <p>- pictures</p> <p>- video</p>	<p>Lead in</p> <p>Ss write the name of the appliances</p> <p>Activity 1</p> <p>Ss read the instruction and find the meaning of words (tier)</p> <p>Activity 2 (tier)</p> <p>Ss identify the use of imperative sentence, action verbs, etc</p> <p>Activity 3</p> <p>Ss complete the text using the appropriate sentence connectors</p> <p>Activity 4</p> <p>Ss arrange the jumble sentences into a good order</p> <p>Activity 5</p> <p>Ss make a procedure text based on the picture.</p>

LESSON PLAN 1

Name of school	:	MTs N Yogyakarta 1
Subject	:	English
Class/ Semester	:	VII/ 2
Kind of text	:	Descriptive
Skill focus	:	Writing
Time allocation	:	2x40 minutes

A. Standard of competence

Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Basic competence

- 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat
- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/ procedure*

C. Indicators

1. Students can use vocabulary accurately in describing people
2. Students can write the noun phrase based on the picture
3. Students can use the simple present tense in describing people appropriately
4. Students can arrange the jumble words
5. Students can use correct generic structure of the descriptive text
6. Students can write other examples of descriptive text

D. Learning objective

In the end of the lesson, students are able to

1. use vocabulary accurately in describing people
2. write the noun phrase based on the picture
3. use the simple present tense in describing people appropriately
4. arrange the jumble words

5. use correct generic structure of the descriptive text
6. write other examples of descriptive text

E. Learning material
(Attached)

F. Method/ Technique
PPP (Presentation, Practice, Production)

G. Learning activity

1. Opening

- Greeting, saying a prayer and checking attendance
- Explain the topic and the purpose of the lesson

2. Main activity

Presentation

- Students answer the questions dealing with the topic
- Students study the vocabulary
Tier I: Ss study the words with the meaning provided
Tier II: Ss study the words and match with their meaning
Tier III: Ss study the words and find the meaning by themselves
- Ss are introduced with the descriptive text and the language feature of the text

Practice

- Ss complete the passage based on the words provided.
- Ss describe the parts of the body.
Tier I: Ss write the noun phrase and complete the sentences with subjects and verbs provided.
Tier II: Ss write the noun phrase and complete the sentences with subjects provided and verbs in two choices.
Tier III: Ss write the noun phrase and complete the sentences with only subjects provided.
- Ss arrange the jumble words
Tier I: Ss arrange the words without choosing the verb used
Tier II: Ss arrange the words and choosing the verb used
Tier III: Ss Ss arrange the words and choosing the verb used

Production

- Ss make a simple descriptive text.
Tier I: Ss write a descriptive text with each part is labelled
Tier II: Ss write a descriptive text with each part is not labelled.
Tier III: Ss write a descriptive text without any support

3. Closing

- T and Ss draw conclusion about the lesson.
- T and Ss make reflection on what they have learnt and done.
- T and Ss gives feedbacks to the learning process and outcomes.
- T informs the Ss the text learning activities in the following meeting.

H. Learning resources

1. Joko Priyana. 2008. Scaffolding: Jakarta: Pusat Perbukuan Depdiknas
2. Power point
3. Relevant pictures
4. Website <http://wahidprasetya.blogspot.com/2013/12/tugas-4.html>

I. Evaluation

1. Technique : written test
2. Instrument :
Ss make a descriptive text about their favorite singer, artist, painter, scientist, etc
3. Evaluation Rubric :

Scoring rubric of writing based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice

	vocabulary			
Sentence structure	Excellent; no errors and a variety length	Adequate; few errors and some variety length	Fair; choppy with variety	Poor; many errors
Spelling	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)

UNIT I

TIER 1

Lead In



1. Do you have an idol?
2. Do you know who she is?
3. Is she a talented singer?
4. What does she look like?

Activity 1

Study the following words

young	(adj): muda
talented	(adj): berbakat
good looking	(adj): menarik
veil	(n): kerudung
husky	(adj): serak
compliment	(n): pujian
successful	(adj): sukses
dimples	(n): lesung pipi

Activity 2

Read the text below and study the explanation

Fatin Shidqia Lubis

Fatin Shidqia Lubis is my favorite idol. She is a young talented singer. She was born in Jakarta on July 30, 1996.

Fatin is short but good looking. She seems beautiful with her pointed nose and dimples. She also has bright skin. She always wears her veil on every performance. She has a unique husky voice. Because of the voice, the juries of X-Factor Indonesia often give compliment. The voice also brings her to be the winner of contest. Finally she has a lot of fans, the name is "Fatinistic" and now she becomes a successful person.

(adapted from <http://wahidprasetya.blogspot.com/2013/12/tugas-4.html>)

Study the explanation below.

The text above is a descriptive text. It describes the characteristics of a specific person, animal or object.

The text has main parts:

1. Introduction gives general information about person (name, job and age)
2. The main part describes things in details (e.g. how he/she look like, how slim/fat, his/her face, etc)

Activity 3

In pairs, complete the following description about Captain David Michael. Look at the picture and words in the box.



handsome	oval	pointed
black	strong	
tall	slim	

Captain David Michael


Captain David Michael is a pilot. He is 37 years old.



He is _____ and _____. He is _____ and has a _____ body. He has a _____ nose. He is smart. He flies planes around the world. We admire them.



(taken from Scaffolding, grade VII, pg.121)





Activity 4


Learn how to describe the parts of the body below. Complete the sentences based on the pictures.

1.	He is _____	 <p>A fat and short man</p>
----	-------------	------------------------------------------------------------------------------------------------------------------

	She is _____	
		A _____ woman
2.	Kim Nana has _____.	

	Dian Sastro has _____.	
		Short hair
3.	She has	
		Large eyes

	He has	
4.	Kareena Kapoor has	 A pointed nose
	Sule has	
5.	Angelina has _____.	 Thick lips

	<p>This girl has _____.</p>	 _____
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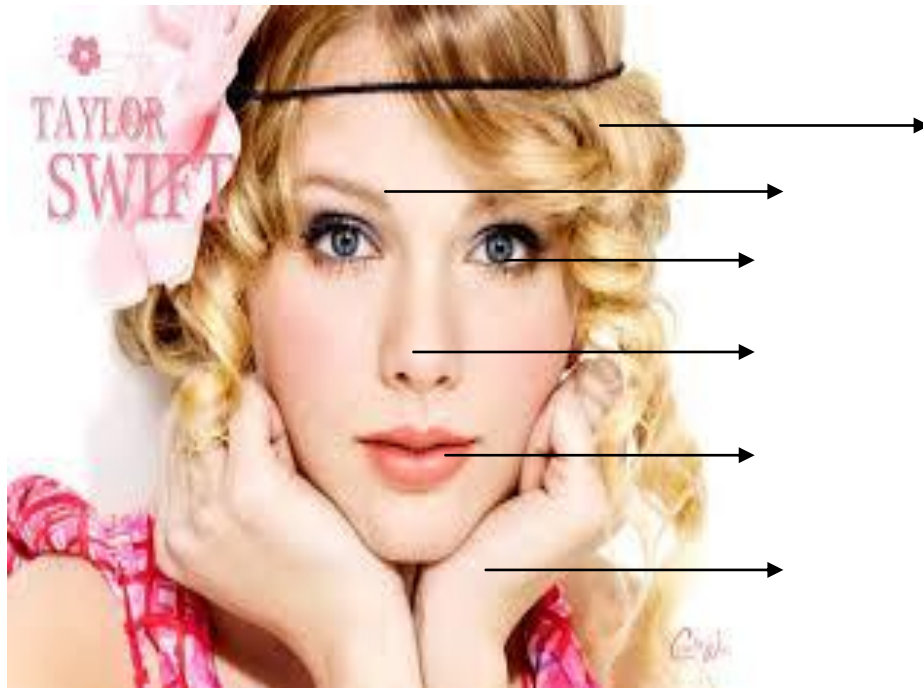
Activity 5

Arrange the words into a good order

1. brown-hair-long-has-my sister
2. thick- red-lips-Selena-has
3. skin-her-is-dark
4. medium height-Nia-is
5. have-we-different-skin-hair-colour-and

Activity 6

Make a simple descriptive text



Title

introduction

description

UNIT I

TIER 2

Lead In



1. Do you have an idol?
2. Do you know who she is?
3. Is she a talented singer?
4. What does she look like?

Activity 1

Study the following words and match with their meaning.

young	(adj):	serak
talented	(adj):	pujian
good looking	(adj):	muda
veil	(n):	kerudung
husky	(adj):	lesung pipi
compliment	(n):	sukses
successful	(adj):	menarik
dimples	(n):	berbakat

Activity 2

Read the text below and study the explanation

Fatin Shidqia Lubis

Fatin Shidqia Lubis is my favorite idol. She is a young talented singer. She was born in Jakarta on July 30, 1996.

Fatin is short but good looking. She seems beautiful with her pointed nose and dimples. She also has bright skin. She always wears her veil on every performance. She has a unique husky voice. Because of the voice, the juries of X-Factor Indonesia often give compliment. The voice also brings her to be the winner of contest. Finally she has a lot of fans, the name is "Fatinistic" and now she becomes a successful person.

(adapted from <http://wahidprasetya.blogspot.com/2013/12/tugas-4.html>)

Study the explanation below.

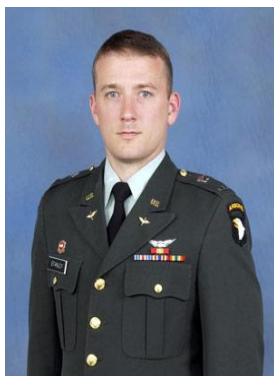
The text above is a descriptive text. It describes the characteristics of a specific person, animal or object.

The text has main parts:

1. Introduction gives general information about person (name, job and age)
2. The main part describes things in details (e.g. how he/she look like, how slim/fat, his/her face, etc)

Activity 3

In pairs, complete the following description about Captain David Michael. Look at the picture and words in the box.



handsome	oval	pointed
black	strong	
tall	slim	

Captain David Michael


Captain David Michael is a pilot. He is 37 years old.



He is _____ and _____. He is _____ and has a _____ body. He has a _____ nose. He is smart. He flies planes around the world. We admire them.



(taken from Scaffolding, grade VII, pg.121)





Activity4

Learn how to describe the parts of the body below. Complete the sentences based on the pictures.

1.	He (am/are/is) _____	 <p>A fat and short man</p>
----	----------------------	------------------------------------------------------------------------------------------------------------------

	She (am/are/is) _____	
		A _____ woman
2.	Kim Nana (have/has) _____.	

	Dian Sastro (have/has) _____.	
		Short hair
3.	She (have/has)	
		Large eyes

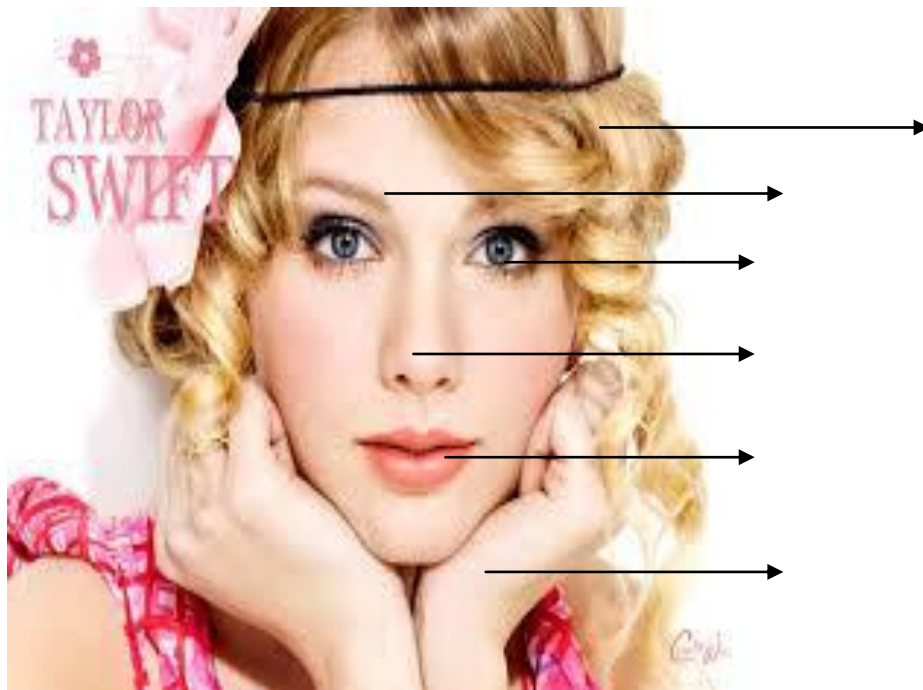
	He (have/has)	
4	Kareena Kapoor (have/has)	 A pointed nose
	Sule (have/has)	
5.	Angelina (have/has) _____.	 Thick lips

	This girl (have/has) <hr/>	 <hr/>
--	-------------------------------	-------------------------------------------------------------------------------------------

Activity 5

Arrange the words into a good order

1. brown-hair-long-(have/has)-my sister
2. thick- red-lips-Selena-(have/has)
3. skin-her-(is/are)-dark
4. medium height-Nia-(is/are)-
5. (have/has)-we-different-skin-hair-colour-and

Activity 6**Make a simple descriptive text**

	→	
--	---	--

	→	
--	---	--

	→	
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UNIT I

TIER 3

Lead In



1. Do you have an idol?
2. Do you know who she is?
3. Is she a talented singer?
4. What does she look like?

Activity 1

Study the following words and find their meaning

young (adj):

talented (adj):

good looking (adj):

veil (n):

husky (adj):

compliment (n):

successful (adj):

dimples (n):

Activity 2

Read the text below and study the explanation

Fatin Shidqia Lubis

Fatin Shidqia Lubis is my favorite idol. She is a young talented singer. She was born in Jakarta on July 30, 1996.

Fatin is short but good looking. She seems beautiful with her pointed nose and dimples. She also has bright skin. She always wears her veil on every performance. She has a unique husky voice. Because of the voice, the juries of X-Factor Indonesia often give compliment. The voice also brings her to be the winner of contest. Finally she has a lot of fans, the name is "Fatinistic" and now she becomes a successful person.

(adapted from <http://wahidprasetya.blogspot.com/2013/12/tugas-4.html>)

Study the explanation below.

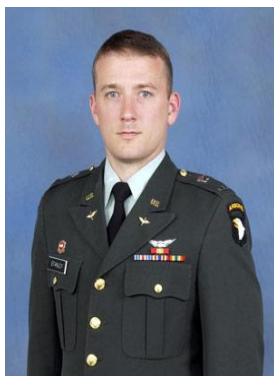
The text above is a descriptive text. It describes the characteristics of a specific person, animal or object.

The text has main parts:

1. Introduction gives general information about person (name, job and age)
2. The main part describes things in details (e.g. how he/she look like, how slim/fat, his/her face, etc)

Activity 3

In pairs, complete the following description about Captain David Michael. Look at the picture and words in the box.



handsome	oval	pointed
black	strong	
tall	slim	

Captain David Michael

Captain David Michael is a pilot. He is 37 years old.

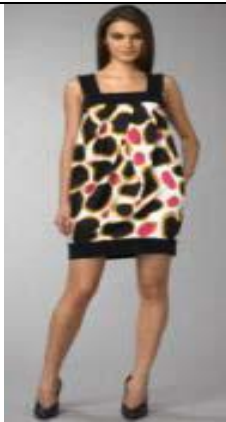



He is _____ and _____. He is _____ and has a _____ body. He has a _____ nose. He is smart. He flies planes around the world. We admire them.





(taken from Scaffolding, grade VII, pg.121)

Activity 4

Learn how to describe the parts of the body below. Complete the sentences based on the picture.

1.	He - _____.	 <p>A fat and short man</p>
----	-------------	------------------------------------------------------------------------------------------------------------------

	She _____.	 <p>A _____ woman</p>
2.	Kim Nana _____.	 <p>_____</p>
	Dian Sastro _____.	 <p>Short hair</p>
3.	She _____	 <p>Large eyes</p>

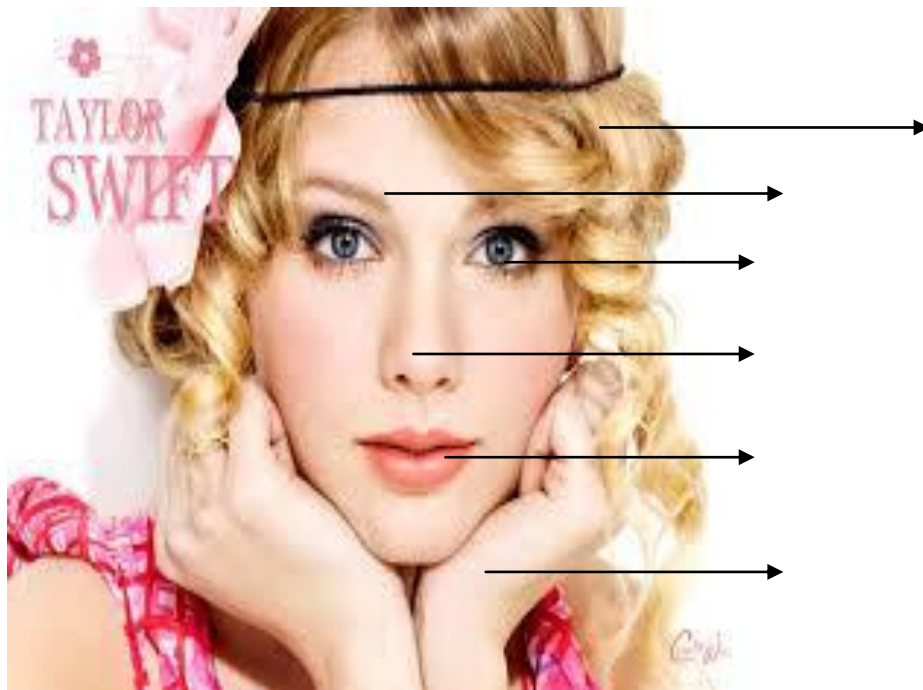
	He _____	
4	Kareena Kapoor _____	 A pointed nose
	Sule _____	
5.	Angelina _____	 Thick lips

	This girl _____	
--	-----------------	-------------------------------------------------------------------------------------

Activity 5

Arrange the words into a good order

1. brown-hair-long-(have/has)-my sister
2. thick- red-lips-Selena-(have/has)
3. skin-her-(is/are)-dark
4. medium height-Nia-(is/are)
5. (have/has)-we-different-skin-hair-colour-and

Activity 6**Make a simple descriptive text**

LESSON PLAN 2

Name of school	:	MTs N Yogyakarta 1
Subject	:	English
Class/ Semester	:	VII/ 2
Kind of text	:	Descriptive
Skill focus	:	Writing
Time allocation	:	2x40 minutes

A. Standard of competence

Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Basic competence

- 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat
- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/ procedure*

C. Indicators

1. Students can use vocabulary accurately in describing place
2. Students can use the simple present tense in describing place appropriately
3. Students can use preposition in describing place appropriately
4. Students can use correct generic structure of the descriptive text
5. Students can write other examples of describing place

D. Learning objective

In the end of the lesson, students are able to

1. use vocabulary accurately in describing place
2. use the simple present tense in describing place appropriately
3. use preposition in describing place appropriately
4. use correct generic structure of the descriptive text
5. write other examples of descriptive text

E. Learning material

(Attached)

F. Method/ Technique

PPP (Presentation, Practice, Production)

G. Learning activity

1. Opening

- Greeting, saying a prayer and checking attendance
- Explain the topic and the purpose of the lesson

2. Main activity

Presentation

- Ss put a tick (✓) on school facilities that they have in their school.
- Ss listen and complete the passage

Tier I: Ss listen and complete the passage with two choices

Tier II: Ss listen and complete the passage with many words provided

Tier III: Ss listen and complete the passage without any choices

- Ss answer the comprehension questions
- Ss are introduced with the use of preposition by watching the video and singing the song

Practice

- Ss complete the sentences with the appropriate verb and preposition
- Ss read another text and answer the questions

Tier I: Ss label the organization of the text and list five adjectives, nouns, and preposition of place

Tier II: Ss label the organization of the text and write two sentences consisting of adjectives, nouns, and preposition of place

Tier III: Ss label the organization of the text and make the sentence consisting of two adjectives, nouns, and preposition of place you find in the text.

Production

- Ss make a simple descriptive text about their house.
Tier I: Ss write a descriptive text with each part is labelled
Tier II: Ss write a descriptive text with each part is not labelled.
Tier III: Ss write a descriptive text without any support

3. Closing

- T and Ss draw conclusion about the lesson.
- T and Ss make reflection on what they have learnt and done.
- T and Ss gives feedbacks to the learning process and outcomes.

- T informs the Ss the text learning activities in the following meeting.

H. Learning resources

1. Joko Priyana. 2008. Scaffolding: Jakarta: Pusat Perbukuan Depdiknas
2. Power point
3. Relevant pictures
4. Video

I. Evaluation

1. Technique : written test
2. Instrument :
Ss make a descriptive text about their favorite place or the most visited place
3. Evaluation Rubric :
Scoring rubric of writing based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent; no errors and a variety length	Adequate; few errors and some variety length	Fair; choppy with variety	Poor; many errors
Spelling	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)

Capitalization and punctuation	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)
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UNIT II

TIER 1

Lead In

Look at the list below. Put a thick (✓) on school facilities that you have in your school.

No.	Facility	Number
1.	Classroom	
2.	computer laboratory	
3.	teacher's room	
4.	headmaster room	
5.	language laboratory	
6.	science laboratory	
7.	sports hall	
8.	tennis court	
9.	Library	
10.	Mosque	
11.	Canteen	
12.	Toilet	
13.	parking area	

Activity 1

Listen and complete the following text by choosing the words in the brackets then answer the questions.

My school

My school, Junior High School 8 of Yogyakarta, is at 20 Jl. Diponegoro in (**the centre/the central**) of the city.

My school is big. It has 18 clean classrooms, ten clean toilets, three laboratories, a big library, (a **teacher room/a teaching room**), and a headmaster room. It has a beautiful school park in the centre of the school.

The computer room is next to (**the library/the laboratory**) and the sports hall is behind the computer room. There is large parking area beside the sports hall. There are (**notice boards/ black boards**) in every classroom. There is also a beautiful (**mosque/mosquito**) in front of the teacher's room.

(taken from Scaffolding, grade VII, pg.87)

Questions

1. What is the school located?
2. Is the school small?
3. How many classroom does the school have?
4. How are the classroom?
5. How many toilets does the school have?
6. What are the toilets like?
7. Where is the parking area?
8. Is the mosque big or small?

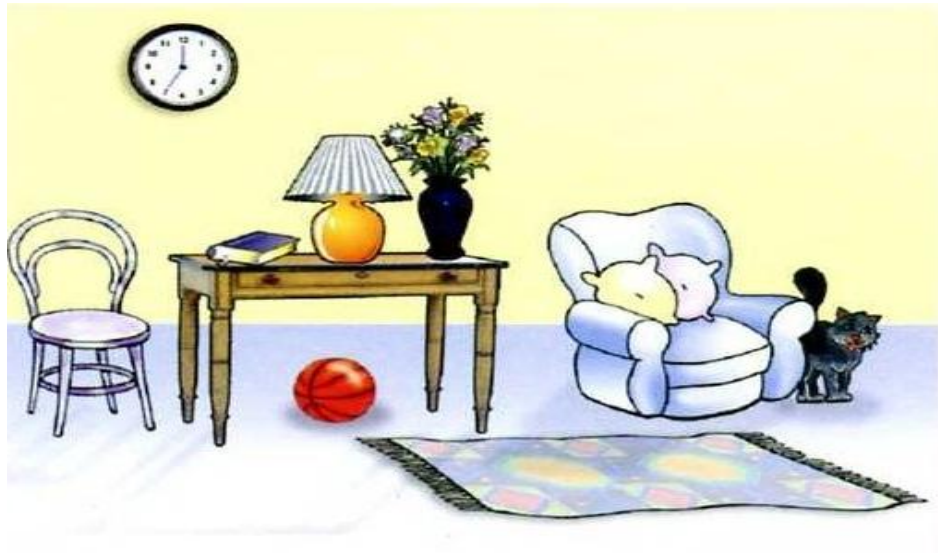
Activity 2

Watch and listen to the video and study the preposition of place.



Activity 3

Complete the sentence using the appropriate verb and preposition of place.



1. The red ball _____ the desk.
2. The lamp _____ the desk.
3. The desk _____ the sofa and the chair.
4. The blue book _____ the lamp.
5. The black cat _____ the sofa.
6. The sofa _____ the desk and the black cat.
7. The nice carpet _____ the floor.
8. The ball _____ the carpet.
9. The clock _____ the yellow wall.
10. The pillows _____ the sofa.

Activity 4

Read the following text and answer the questions

My House

My house is on Jl. Kartini. It is big and nice.



It has two floors. It has a living room, a small kitchen, and a bathroom in the first floor. The bathroom is behind the kitchen. On the second floor, there are three bedrooms, and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it. It has light green wall. There is a desk

with a computer on it. I do homework there. There is also a beautiful garden in front of my house and I often play in the garden. I love my house.

(adapted from Scaffolding, grade VII, pg.103)

Based on your reading,

1. Label the organization of the text
2. List five adjectives, five nouns, and the preposition of places

Activity 5

Make a simple descriptive text about your house.

	→	title
	→	introduction
	→	description

UNIT II

TIER 2

Lead In

Look at the list below. Put a thick (✓) on school facilities that you have in your school.

No.	Facility	Number
1.	Classroom	
2.	computer laboratory	
3.	teacher's room	
4.	headmaster room	
5.	language laboratory	
6.	science laboratory	
7.	Sports hall	
8.	Tennis court	
9.	Library	
10.	Mosque	
11.	Canteen	
12.	Toilet	
13.	parking area	

Activity 1

Listen and complete the following text with the words provided then answer the questions.

My school

My school, Junior High School 8 of Yogyakarta, is at 20 Jl. Diponegoro in _____ of the city.

My school is big. It has 18 clean classrooms, ten clean toilets, three laboratories, a big library, _____, and a headmaster room. It has a beautiful school park in the centre of the school.

The computer room is next to _____ and the sports hall is behind the computer room. There is large parking area beside the sports hall. There are _____ in every classroom. There is also a beautiful _____ in front of the teacher's room.

(taken from Scaffolding, grade VII, pg.87)

the library

notice boards

the centre

mosque

a teacher room

Questions

1. What is the school located?
2. Is the school small?
3. How many classroom does the school have?
4. How are the classroom?
5. How many toilets does the school have?
6. What are the toilets like?
7. Where is the parking area?
8. Is the mosque big or small?

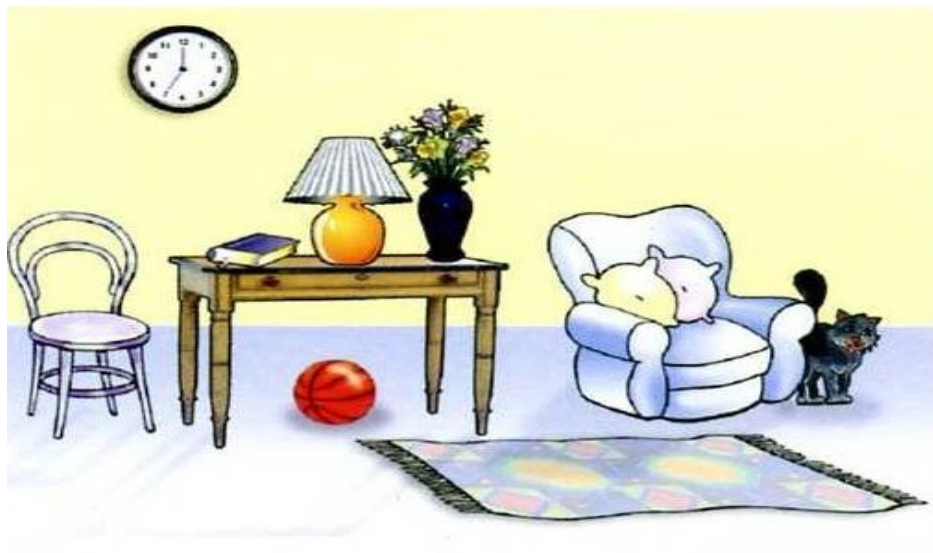
Activity 2

Watch and listen to the video and study the preposition of place.



Activity 3

Complete the sentence using the appropriate verb and preposition of place.



1. The red ball _____ the desk.
2. The lamp _____ the desk.
3. The desk _____ the sofa and the chair.
4. The blue book _____ the lamp.
5. The black cat _____ the sofa.
6. The sofa _____ the desk and the black cat.
7. The nice carpet _____ the floor.
8. The ball _____ the carpet.
9. The clock _____ the yellow wall.
10. The pillows _____ the sofa.

Activity 4

Read the following text and answer the questions

My House

My house is on Jl. Kartini. It is big and nice.



It has two floors. It has a living room, a small kitchen, and a bathroom in the first floor. The bathroom is behind the kitchen. On the second floor, there are three bedrooms, and a bathroom. My parents' bedroom is big. My brother's room is next

to my room. My room is small but I like it. It has light green wall. There is a desk with a computer on it. I do homework there. There is also a beautiful garden in front of my house and I often play in the garden. I love my house.

(adapted from Scaffolding, grade VII, pg.103)

Based on your reading,

1. Label the organization of the text.
2. Write two sentences consisting of adjectives.
3. Write two sentences consisting of nouns.
4. Write two sentences consisting of preposition of places.

Activity 5

Make a simple descriptive text about your house.

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graph LR; A[ ] --> B[ ]; C[ ] --> D[ ]; E[ ] --> F[ ]
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UNIT II

TIER 3

Lead In

Look at the list below. Put a thick (✓) on school facilities that you have in your school.

No.	Facility	Number
1.	Classroom	
2.	computer laboratory	
3.	teacher's room	
4.	headmaster room	
5.	language laboratory	
6.	science laboratory	
7.	Sports hall	
8.	Tennis court	
9.	Library	
10.	Mosque	
11.	Canteen	
12.	Toilet	
13.	parking area	

Activity 1

Listen and complete the following text then answer the questions.

My school

My school, Junior High School 8 of Yogyakarta, is at 20 Jl. Diponegoro in _____ of the city.

My school is big. It has 18 clean classrooms, ten clean toilets, three laboratories, a big library, _____, and a headmaster room. It has a beautiful school park in the centre of the school.

The computer room is next to _____ and the sports hall is behind the computer room. There is large parking area beside the sports hall. There are _____ in every classroom. There is also a beautiful _____ in front of the teacher's room.

Questions

1. What is the school located?
2. Is the school small?
3. How many classroom does the school have?
4. How are the classroom?
5. How many toilets does the school have?
6. What are the toilets like?
7. Where is the parking area?
8. Is the mosque big or small?

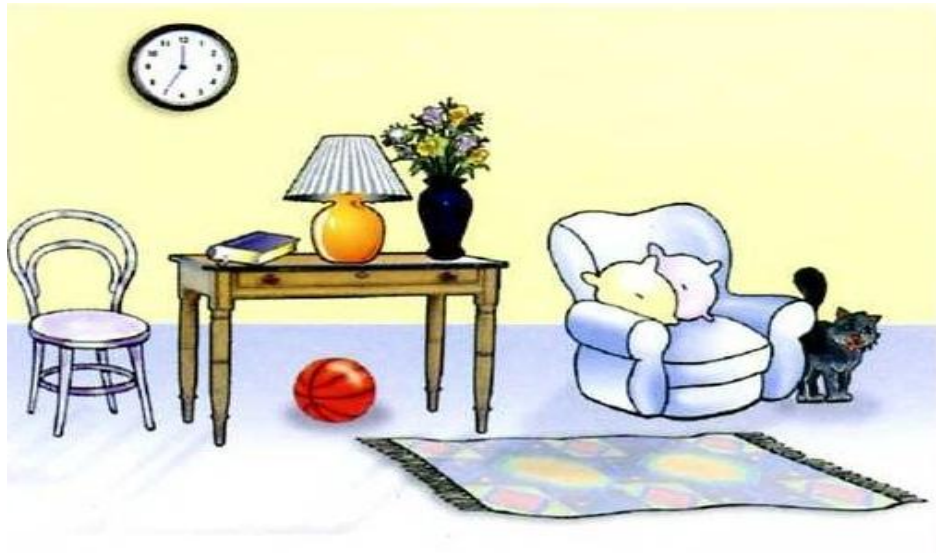
Activity 2

Watch and listen to the video and study the preposition of place.



Activity 3

Complete the sentence using the appropriate verb and preposition of place.



1. The red ball _____ the desk.
2. The lamp _____ the desk.
3. The desk _____ the sofa and the chair.
4. The blue book _____ the lamp.
5. The black cat _____ the sofa.
6. The sofa _____ the desk and the black cat.
7. The nice carpet _____ the floor.
8. The ball _____ the carpet.
9. The clock _____ the yellow wall.
10. The pillows _____ the sofa.

Activity 4

Read the following text and answer the questions

My House

My house is on Jl. Kartini. It is big and nice.



It has two floors. It has a living room, a small kitchen, and a bathroom in the first floor. The bathroom is behind the kitchen. On the second floor, there are three bedrooms, and a bathroom. My parents' bedroom is big. My brother's room is next

to my room. My room is small but I like it. It has light green wall. There is a desk with a computer on it. I do homework there. There is also a beautiful garden in front of my house and I often play in the garden. I love my house.

(adapted from Scaffolding, grade VII, pg.103)

Based on your reading,

1. Label the organization of the text
2. Make the sentence consisting of two adjectives you find in the text.
3. Make the sentence consisting of two nouns you find in the text.
4. Make the sentence consisting of two preposition of places you find in the text.

Activity 5

Make a simple descriptive text about your house.

LESSON PLAN 3

Name of school	:	MTs N Yogyakarta 1
Subject	:	English
Class/ Semester	:	VII/ 2
Kind of text	:	Procedure
Skill focus	:	Writing
Time allocation	:	2x40 minutes

A. Standard of competence

Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Basic competence

- 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/ procedure*

C. Indicators

1. Students can make imperative sentences
2. Students can use the action verbs
3. Students can use the connectives
4. Students can arrange the jumble sentences
5. Students can write other examples of making recipe

D. Learning objective

In the end of the lesson, students are able to

1. make imperative sentences
2. use the action verbs
3. use the connectives
4. arrange the jumble sentences

5. write other examples of making recipe

E. Learning material
(Attached)

F. Method/ Technique
PPP (Presentation, Practice, Production)

G. Learning activity

1. Opening

- Greeting, saying a prayer and checking attendance
- Explain the topic and the purpose of the lesson

2. Main activity

Presentation

- Students answer the questions dealing with the topic.
- Students watch the video how to make cupcakes and study the explanation.
- Students are introduced with the use of imperative sentence, action verbs, etc in procedure text.
- Students study the vocabulary and read another procedure text.
Tier I: Ss study the words with the meaning provided.
Tier II: Ss study the words and match with their meaning.
Tier III: Ss study the words and find the meaning by themselves.

Practice

- Students answer the questions
Tier I: Ss underline the action verbs and the connectives used in the text.
Tier II: Ss write down a sentence using the action verb and the connective found in the text.
Tier III: Ss make a sentence using the action verb and the connective found in the text.

- Students complete the text using the appropriate verbs and connectives.
- Students arrange the jumble sentences into a good order in pairs.

Production

- Students make a procedure text on recipe.

3. Closing

- T and Ss draw conclusion about the lesson.
- T and Ss make reflection on what they have learnt and done.
- T and Ss gives feedbacks to the learning process and outcomes.

- T informs the Ss the text learning activities in the following meeting.

H. Learning resources

1. Joko Priyana. 2008. Scaffolding: Jakarta: Pusat Perbukuan Depdiknas
2. Power point
3. Relevant pictures
4. Video <http://www.youtube.com/watch?v=jhmYWNEW-Y8>

I. Evaluation

1. Technique : written test
2. Instrument :
Ss make a descriptive text about their favorite place or the most visited place
3. Evaluation Rubric :
Scoring rubric of writing based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent; no errors and a variety length	Adequate; few errors and some variety length	Fair; choppy with variety	Poor; many errors
Spelling	Error free	Very few	Some errors	Many errors

		error (1-5)	(6-10)	(over 10)
Capitalization and punctuation	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)

UNIT III

TIER 1

Lead In



Have you ever made cupcakes?

What are the materials needed?

How many steps to make cupckes?

Is it easy or difficult to make them?

Activity 1

Wacth the video and study the explanation below.

How to Make Cupcakes

Ingredients:

200g caster sugar

110g sugar

2 eggs

200g plain flour

1 $\frac{3}{4}$ tsp baking powder

2tsp vanilla

125ml milk

2tbsp cocoa powder

Procedure:

First, cream together butter and sugar.

Second, beat in eggs one at a time and add vanilla.

Third, mix together baking powder and flour.

Then, beat into butter mixture in 2 batches and repeat with the milk.

Combine cocoa powder with water to form a paste.

After that, add this to half the mixture to make chocolate cupcakes.

Next, fill each case $\frac{3}{4}$ full.

Bake 20 to 25 minutes in a 180° C oven.

Finally, let the cupcakes cool and top them with your favorite icing.

Study the following explanation

The text above is procedural text. A procedure tells how to do something. Procedures usually include:

- The goal of the activity
- Any materials needed in achieving the goal
- Steps needed to accomplish the goal

Procedures use

imperative sentence: mix together baking powder and flour.

action verbs: mix, combine, add, etc.

connectives: first, second, then, after that, finally, etc.

Activity 2

Read the following recipe and study the following words.

recipe (n)	: resep	serve (v)	: menyajikan
vanilla (n)	: vanilla	mixture(n)	: campuran
ingredient (n)	: bahan	thick (adj)	: kental
put (v)	: menaruh	scoop (n)	: sendok
blend (v)	: mencampur	liquid (n)	: cair
add (v)	: menambah	fairly (adv)	: agak

Oreo Milkshake Recipe

Ingredients:

Vanilla ice cream

Milk

About 50 oreo cookies

Procedures:

First, put a few scoops of ice cream into blender.

Then, blend with enough milk to make the mixture thick, but fairly liquid.

Finally, add the remaining ingredients and blend.



(taken from Scaffolding, grade VII, pg.135)

Activity 3

Read the text again and answer the questions

1. What does the text tell you?
2. Underline the action verbs used in the text.
3. Underline the connectives used in the text.

Activity 4

Complete the following text using the appropriate verbs and connectives.

These are following steps to make fried eggs.

_____, _____ the butter in the pan over medium heat.

_____, _____ the eggs into the pan and let fry until the yolks begin to harden at the edges (indicated by a lightening in the yolk colour).

_____, using the spatula, _____ the eggs over and allow to cook ten seconds for over-easy, or up to one minute for over-hard.

_____, _____ salt and pepper to taste, and _____.

(taken from Scaffolding, grade VII, pg.137)

add	serve	melt	crack open	flip
finally	first	then	second	

Activity 5

In pairs, arrange the jumble sentences into a right order.

Then, blend again till smooth and creamy

There are four steps to make a glass of banana milkshake.

My favorite drink is banana milkshake.

First, blend the banana, ice cream and sugar.

The last, serve it using a glass or mug.

Second, add milk to your taste.

You need one large banana, vanilla ice cream, milk and sugar.

(taken from Scaffolding, grade VII, pg.138)

Activity 6

Choose one of the pictures and make a good procedure text.



UNIT III

TIER 2

UNIT III

Lead In



Have you ever made cupcakes?

What are the materials needed?

How many steps to make cupckes?

Is it easy or difficult to make them?

Activity 1

Wacth the video and study the explanation below.

How to Make Cupcakes

Ingredients:

200g caster sugar

110g sugar

2 eggs

200g plain flour

1 $\frac{3}{4}$ tsp baking powder

2tsp vanilla

125ml milk

2tbsp cocoa powder

Procedure:

First, cream together butter and sugar.

Second, beat in eggs one at a time and add vanilla.

Third, mix together baking powder and flour.

Then, beat into butter mixture in 2 batches and repeat with the milk.

Combine cocoa powder with water to form a paste.

After that, add this to half the mixture to make chocolate cupcakes.

Next, fill each case $\frac{3}{4}$ full.

Bake 20 to 25 minutes in a 180° C oven.

Finally, let the cupcakes cool and top them with your favorite icing.

The text above is procedural text. A procedure tells how to do something. Procedures usually include:

- The goal of the activity
- Any materials needed in achieving the goal
- Steps needed to accomplish the goal

Procedures use

imperative sentence: mix together baking powder and flour.

action verbs: mix, combine, add, etc.

connectives: first, second, then, after that, finally, etc.

Activity 2

Read the following recipe and in pairs match the words with the meaning.

recipe (n)	:		serve (v)	:
vanilla (n)	:		mixture(n)	:
ingredient (n)	:		thick (adj)	:
put (v)	:		scoop (n)	:
blend (v)	:		liquid (n)	:
add (v)	:		fairly (adv)	:
vanila	agak	kental	menaruh	
mencampur	sendok	cair	menambah	
campuran	resep	menyajikan	bahan	

Oreo Milkshake Recipe

Ingredients:

Vanilla ice cream

Milk

About 50 oreo cookies

Procedures:

First, put a few scoops of ice cream into blender.

Then, blend with enough milk to make the mixture thick, but fairly liquid.

Finally, add the remaining ingredients and blend.

(taken from Scaffolding, grade VII, pg.135)



Activity 3

Read the text again and answer the questions

1. What does the text tell you?
2. Write down a sentence using the action verb and the connective you find in the text .

Activity 4

Complete the following text using the appropriate verbs and connectives.

These are following steps to make fried eggs.

_____, _____ the butter in the pan over medium heat.

_____, _____ the eggs into the pan and let fry until the yolks begin to harden at the edges (indicated by a lightening in the yolk colour).

_____, using the spatula, _____ the eggs over and allow to cook ten seconds for over-easy, or up to one minute for over-hard.

_____, _____ salt and pepper to taste, and _____.

(taken from Scaffolding, grade VII, pg.137)

add	serve	melt	crack open	flip
finally	first	then	second	

Activity 5

In pairs, arrange the jumble sentences into a right order.

Then, blend again till smooth and creamy

There are four steps to make a glass of banana milkshake.

My favorite drink is banana milkshake.

First, blend the banana, ice cream and sugar.

The last, serve it using a glass or mug.

Second, add milk to your taste.

You need one large banana, vanilla ice cream, milk and sugar.

(taken from Scaffolding, grade VII, pg.138)

Activity 6

Choose one of the pictures and make a good procedure text.



UNIT III

TIER 3

UNIT III

Lead In



Have you ever made cupcakes?

What are the materials needed?

How many steps to make cupckes?

Is it easy or difficult to make them?

Activity 1

Wacth the video and study the explanation below.

How to Make Cupcakes

Ingredients:

200g caster sugar

110g sugar

2 eggs

200g plain flour

1 $\frac{3}{4}$ tsp baking powder

2tsp vanilla

125ml milk

2tbsp cocoa powder

Procedure:

First, cream together butter and sugar.

Second, beat in eggs one at a time and add vanilla.

Third, mix together baking powder and flour.

Then, beat into butter mixture in 2 batches and repeat with the milk.

Combine cocoa powder with water to form a paste.

After that, add this to half the mixture to make chocolate cupcakes.

Next, fill each case $\frac{3}{4}$ full.

Bake 20 to 25 minutes in a 180° C oven.

Finally, let the cupcakes cool and top them with your favorite icing.

Study the following explanation

The text above is procedural text. A procedure tells how to do something. Procedures usually include:

- The goal of the activity
- Any materials needed in achieving the goal
- Steps needed to accomplish the goal

Procedures use

imperative sentence: mix together baking powder and flour.

action verbs: mix, combine, add, etc.

connectives: first, second, then, after that, finally, etc.

Activity 2

Read the following recipe and in pairs find the meanings of the words below.

recipe (n) :	serve (v) :
vanilla (n) :	mixture(n) :
ingredient (n) :	thick (adj) :
put (v) :	scoop (n) :
blend (v) :	liquid (n) :
add (v) :	fairly (adv) :

Oreo Milkshake Recipe

Ingredients:

Vanilla ice cream

Milk

About 50 oreo cookies

Procedures:

First, put a few scoops of ice cream into blender.

Then, blend with enough milk to make the mixture thick, but fairly liquid.

Finally, add the remaining ingredients and blend.



(taken from Scaffolding, grade VII, pg.135)

Activity 3

Read the text again and answer the questions

1. What does the text tell you?
2. Make a sentence using the action verb and the connective you find in the text.

Activity 4

Complete the following text using the appropriate verbs and connectives.

These are following steps to make fried eggs.

_____, _____ the butter in the pan over medium heat.

_____, _____ the eggs into the pan and let fry until the yolks begin to harden at the edges (indicated by a lightening in the yolk colour).

_____, using the spatula, _____ the eggs over and allow to cook ten seconds for over-easy, or up to one minute for over-hard.

_____, _____ salt and pepper to taste, and _____.

(taken from Scaffolding, grade VII, pg.137)

add	serve	melt	crack open	flip
finally	first	then	second	

Activity 5

In pairs, arrange the jumble sentences into a right order.

Then, blend again till smooth and creamy

There are four steps to make a glass of banana milkshake.

My favorite drink is banana milkshake.

First, blend the banana, ice cream and sugar.

The last, serve it using a glass or mug.

Second, add milk to your taste.

You need one large banana, vanilla ice cream, milk and sugar.

(taken from Scaffolding, grade VII, pg.138)

Activity 6

Choose one of the pictures and make a good procedure text.



LESSON PLAN 4

Name of school	:	MTs N Yogyakarta 1
Subject	:	English
Class/ Semester	:	VII/ 2
Kind of text	:	Procedure
Skill focus	:	Writing
Time allocation	:	2x40 minutes

A. Standard of competence

Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Basic competence

- 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat
- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/ procedure*

C. Indicators

1. Students can make imperative sentences
2. Students can use the action verbs
3. Students can use the connectives
4. Students can arrange the jumble sentences
5. Students can write other examples of making recipe

D. Learning objective

In the end of the lesson, students are able to

1. make imperative sentences
2. use the action verbs
3. use the connectives
4. arrange the jumble sentences

5. write other examples of making recipe

E. Learning material
(Attached)

F. Method/ Technique
PPP (Presentation, Practice, Production)

G. Learning activity

1. Opening

- Greeting, saying a prayer and checking attendance
- Explain the topic and the purpose of the lesson

2. Main activity

Presentation

- Students look at the pictures and write the name of the appliances.
- Students read the procedure text and find the meaning of words.
Tier I: Ss match the words and the meaning.
Tier II: Ss match the words and the meaning with more choices.
Tier III: Ss study the words and find the meaning by themselves.
- Students are introduced with the use of imperative sentence, action verbs, etc in procedure text.

Practice

- Students answer the questions
Tier I: Ss underline the action verbs and the connectives used in the text.
Tier II: Ss write down a sentence using the action verb and the connective found in the text.
Tier III: Ss make a sentence using the action verb (push/put) and the connective.
- Students complete the text using the appropriate verbs and connectives in pairs.
Tier I: The words and the meanings are provided.
Tier II: The words and the meanings are provided with more choices.
Tier III: The words are provided without the meanings.
- Students arrange the jumble sentences into a good order in pairs.

Production

- Students make a procedure text on how operate something.

3. Closing

- T and Ss draw conclusion about the lesson.
- T and Ss make reflection on what they have learnt and done.

- T and Ss gives feedbacks to the learning process and outcomes.
- T informs the Ss the text learning activities in the following meeting.

H. Learning resources

1. Joko Priyana. 2008. Scaffolding: Jakarta: Pusat Perbukuan Depdiknas
2. Power point
3. Relevant pictures
4. Website <http://enes-ainenglish.blogspot.com/2012/02/procedure-text-update.html>)

I. Evaluation

-

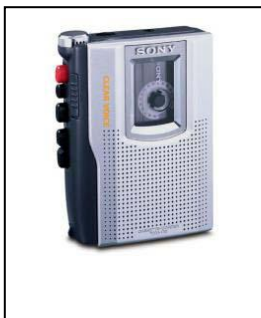
UNIT IV

TIER 1

Lead In

Look at the pictures. Write the names of the following appliances.

1.



2.



3.



4.



5.



6.



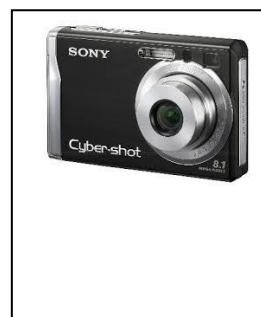
7.



8.



9.



Activity 1

Read the following instruction and find the meanings of the words based on the context. Do it in pairs.

Playing a Cassette and Recording on the Tape Recording

To play a cassette, follow these steps:

1. First, put the cassette in the tape recorder.
2. Second, push the PLAY button.
3. Next, adjust the VOLUME.
4. Then, push the STOP button, to stop.
5. Finally, push the FAST FORWARD or FAST BACKWARD button to go to an intended part.

To record on your tape recorder, follow these steps:

1. First, put a blank cassette in the tape recorder.
2. Second, push the RECORD button.
3. Then, speak into the microphone.
4. Remember to push the REWIND button to rewind the cassette.
5. Finally, push PLAY to listen to your recording.

(Taken from scaffolding, grade VII, pg.149)

blank :

rewind :

push :

record :

play :

recording :

button :

fast forward :

adjust :

fast backward :

menekan

cepatkan ke depan

memainkan

tombol

kosong

cepatkan ke belakang

merekam

menyesuaikan

hasil rekaman

mengulang

Activity 2

In pairs, study the following explanation.

The text above is a procedural text. It tells how to do something. It tells how to play a cassette and record on your tape recorder. It includes:

- The goal of the activity
- Steps

Procedures use

- imperative sentence: put a blank cassette in the tape recorder.
- action verbs: put, push, etc.
- connectives: first, second, then, after that, finally, etc.

Activity 3

Underline the action verbs and the connectives used in the text.

Activity 4

Work in pairs. Complete the following instruction on operating washine machine using correct verbs and connectives.

The following steps tell how to operate washing machine.

_____, _____ the coloured clothes from the others.

_____, _____ them in the washing machine, turn the machine on, set it to the wash selection and _____ the detergent powder in.

_____, _____ for the tub to fill with water.

After the process of washing has finished, _____ the clothes drain through the drain hose.

_____, _____ the knob of the wash timer again, this time to rinse for three minutes. Do this twice for a good rinsing.

_____, put the wet clothes into the spin compartment, _____ the knob and wait until the spin processing shuts off. Now, you are ready to put the clothes on the line.

(Adapted from <http://enes-ainenglish.blogspot.com/2012/02/procedure-text-update.html>)

second:kedua	third:ketiga	finally:terakhir	first :pertama
after that:setelah itu	see:melihat	wait:menunggu	separate:memisahkan
set:mengatur	let:membiarkan	put:meletakkan	pour:menuangkan

Activity 5

In pairs, arrange the sentences into a right order.

There are six steps to make a phone call.

Fourth, wait until the other says "Hello"

Second, wait until the signals are full.

Third, press the number you want to call.

After that, start the conversation.

The last, press the "Call Off" button to end the conversation.

First, press the power button.

UNIT IV

TIER 2

Lead In

Look at the pictures. Write the names of the following appliances.

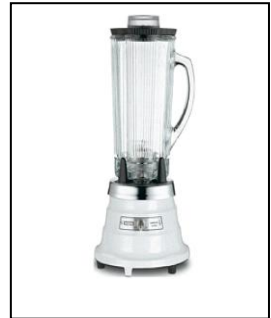
1.



2.



3.



4.



5.



6.



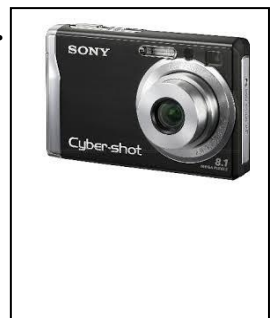
7.



8.



9.



Activity 1

Read the following instruction and find the meanings of the words based on the context. Do it in pairs.

Playing a Casette and Recording on the Tape Recording

To play a cassette, follow these steps:

1. First, put the cassette in the tape recorder.
2. Second, push the PLAY button.
3. Next, adjust the VOLUME.
4. Then, push the STOP button, to stop.
5. Finally, push the FAST FORWARD or FAST BACKWARD button to go to an intended part.

To record on your tape recorder, follow these steps:

1. First, put a blank cassette in the tape recorder.
2. Second, push the RECORD button.
3. Then, speak into the microphone.
4. Remember to push the REWIND button to rewind the cassette.
5. Finally, push PLAY to listen to your recording.

(Taken from scaffolding, grade VII, pg.149)

blank :

rewind :

push :

record :

play :

recording :

button :

fast forward :

adjust :

fast backward :

menekan

cepatkan ke depan

memainkan

tombol

kosong

cepatkan ke belakang

merekam

menyesuaikan

meletakkan

hasil rekaman

mengulang

memakai

Activity 2

In pairs, study the following explanation.

The text above is a procedural text. It tells how to do something. It tells how to play a cassette and record on your tape recorder. It includes:

- The goal of the activity
- Steps

Procedures use

- imperative sentence: put a blank cassette in the tape recorder.
- action verbs: put, push, etc.
- connectives: first, second, then, after that, finally, etc.

Activity 3

Write down a sentence using the action verb and the connective you find in the text.

Activity 4

Work in pairs. Complete the following instruction on operating washine machine using correct verbs and connectives.

The following steps tell how to operate washing machine.

_____, _____ the coloured clothes from the others.

_____, _____ them in the washing machine, turn the machine on, set it to the wash selection and _____ the detergent powder in.

_____, _____ for the tub to fill with water.

After the process of washing has finished, _____ the clothes drain through the drain hose.

_____, _____ the knob of the wash timer again, this time to rinse for three minutes. Do this twice for a good rinsing.

_____, put the wet clothes into the spin compartment, _____ the knob and wait until the spin processing shuts off. Now, you are ready to put the clothes on the line.

(Adapted from <http://enes-ainenglish.blogspot.com/2012/02/procedure-text-update.html>)

second:kedua	third:ketiga	finally:terakhir	first :pertama
after that:setelah itu	see:melihat	wait:menunggu	separate:memisahkan
set:mengatur	let:membiarkan	put:meletakkan	pour:menuangkan
do:melakukan	turn off:mematikan		

Activity 5

In pairs, arrange the sentences into a right order.

There are six steps to make a phone call.

Fourth, wait until the other says "Hello"

Second, wait until the signals are full.

Third, press the number you want to call.

After that, start the conversation.

The last, press the "Call Off" button to end the conversation.

First, press the power button.

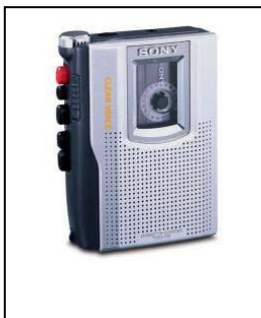
UNIT IV

TIER 3

Lead In

Look at the pictures. Write the names of the following appliances.

1.



2.



3.



4.



5.



6.



7.



8.



9.



Activity 1

Read the following instruction and find the meanings of the words based on the context. Do it in pairs.

Playing a Cassette and Recording on the Tape Recording

To play a cassette, follow these steps:

1. First, put the cassette in the tape recorder.
2. Second, push the PLAY button.
3. Next, adjust the VOLUME.
4. Then, push the STOP button, to stop.
5. Finally, push the FAST FORWARD or FAST BACKWARD button to go to an intended part.

To record on your tape recorder, follow these steps:

1. First, put a blank cassette in the tape recorder.
2. Second, push the RECORD button.
3. Then, speak into the microphone.
4. Remember to push the REWIND button to rewind the cassette.
5. Finally, push PLAY to listen to your recording.

(Taken from scaffolding, grade VII, pg.149)

blank :

push :

play :

button :

adjust :

rewind :

record :

recording :

fast forward :

fast backward :

Activity 2

In pairs, study the following explanation.

The text above is a procedural text. It tells how to do something. It tells how to play a cassette and record on your tape recorder. It includes:

- The goal of the activity
- Steps

Procedures use

- imperative sentence: put a blank cassette in the tape recorder.
- action verbs: put, push, etc.
- connectives: first, second, then, after that, finally, etc.

Activity 3

Make a sentence using the action verb (push/put) and the connective.

Activity 4

Work in pairs. Complete the following instruction on operating washine machine using correct verbs and connectives.

The following steps tell how to operate washing machine.

_____, _____ the coloured clothes from the others.

_____, _____ them in the washing machine, turn the machine on, set it to the wash selection and _____ the detergent powder in.

_____, _____ for the tub to fill with water.

After the process of washing has finished, _____ the clothes drain through the drain hose.

_____, _____ the knob of the wash timer again, this time to rinse for three minutes. Do this twice for a good rinsing.

_____, put the wet clothes into the spin compartment, _____ the knob and wait until the spin processing shuts off. Now, you are ready to put the clothes on the line.

(Adapted from <http://enes-ainenglish.blogspot.com/2012/02/procedure-text-update.html>)

second	third	finally	first
after that	see	wait	separate
set	let	put	pour

Activity 5

In pairs, arrange the sentences into a right order.

There are six steps to make a phone call.

Fourth, wait until the other says "Hello"

Second, wait until the signals are full.

Third, press the number you want to call.

After that, start the conversation.

The last, press the "Call Off" button to end the conversation.

First, press the power button.

Fieldnote 1

Day/date : Thursday, November 8th, 2013
Settings : Administration and teacher room
Time : 10.00-11.00
Topic : Asking permission
Respondents : Researcher (R), English Teacher (ET), Waka Humas (WH), Petugas TU (PTU), Waka Kurikulum (WK)

R arrived in the school and met WH and greeted each other. WH asked the matter of coming to the school. R told him that she wanted to do observation so that needed to meet the principal. WH suggested R to go to TU first.

In TU, R met and greeted PTU. R retold her aim. PTU replied that the principal was doing comparative study in China and would give the answer in a week. R thanked to PTU and left the room and went to teacher room.

R met and greeted ET. ET asked what she could do for R. R told ET and gave her research proposal. ET asked whether R had asked permission. R replied she did, but she had to wait for a week. ET suggested R to meet WK. In fact, WK went home earlier. ET promised to help the research when the permission was done. R thanked to ET and left the room.

Fieldnote 2

Day/date : Thursday, November 28th, 2013
Settings : Administration room, headmaster room, teacher room and classroom
Time : 08.00-09.00
Topic : Asking permission
Respondents : Researcher (R), English Teacher (ET), Headmaster (H), Petugas TU (PTU), Waka Kurikulum (WK)

R came to the school and directly went to administration room. R asked to PTU about the answer of observation letter. R was asked to meet H later, because he was teaching.

After several minutes, R came to the headmaster room and greeted H. H welcomed warmly and asked her intention. R said she wanted to do research here, so that she needed to do an observation first. H let R do the observation and informed her that not long the first semester exam would be held. H suggested doing the research in January or February. R thanked to H and left the room.

Once the permission was done, R visited ET. R told that she wanted to interview ET and some students. R also wanted to observe the writing learning process. ET let her to come to the class later. ET asked to be interviewed tomorrow.

Fieldnote 3

Day/date : Thursday, November 28th, 2013
Setting : Classroom
Time : 09.05-10.05
Topic : Observasion
Respondents : Researcher (R), English Teacher (ET), Students (Ss)

When ET and R came, some Ss sat in their own chairs and others were still outside. T asked a student to call them. ET opened the class by greeting “Assalamu’alaikum wr wb”. Some answered but others and calling the roll. ET asked R to sit in the back line. ET asked whether they had homework. One answered that they had two tasks. First was answering the comprehension questions and the next was about making the self-description.

ET asked who had finished. Some had finished but others were still busy doing the task. ET warned Ss to finish their task at home since it was homework. Then ET asked Ss to discuss them first. ET offered who wanted to become a volunteer. Some seemed to participate actively. Some approached to the whiteboard and wrote their answers. Mostly, they had the right answers, but they had some mistakes in spelling and the punctuation. Besides, there were some Ss who dominated in the class.

ET asked them to make a short paragraph and some asked what the meaning of oldest was. Only a few could understand the meaning. Besides, some also asked what the meanings of born, famous, etc. ET encouraged them by giving some gesture, some similar meaning, etc. ET also asked them to open the dictionary. Some opened their dictionary, while others did nothing because did not bring it.

ET walked around to see Ss’ progress. Sometimes, ET gave explanation and feedback directly during their work. In the last minutes, ET explained the mistakes Ss often made. Many of Ss made mistakes in spelling, punctuation, and grammar. Ss also had difficulty in generating ideas. In fact, some Ss imitated the model paragraph. Ss only replaced some words. In the end, ET asked Ss to submit their works. ET summarized the lessons and closed the class.

Field note 4

Day/date : Monday, April 7th, 2014
Settings : WK room and teacher room
Time : 09.00-10.00
Topic : Asking Permission
Respondents : Researcher (R), English Teacher (ET), and Waka Kurikulum (WK)

R arrived in the school and met WK. R apologized for her lateness doing her research. R explained the reasons and finally WK understood. WK asked R to directly meet ET and discuss the plan. R thanked to him and went to teacher room.

ET welcomed R and asked why she gave no information from February. R explained all things and finally let R to do the research. R told her that she needed at least 7-8 meetings. Only once a week the research would be conducted. R gave the lesson plan and discussed

with ET the plan that would be done. ET let R to start her research on Friday. R thanked to her.

Field note 5

Day/date : Friday, April 11st, 2014

Setting : Classroom

Time : 10.20-11.40

Topic : Pre-test

Respondents : Researcher (R), Students (Ss)

When R and her friend came, the class was noisy. R asked Ss to keep silence. R opened the class by greeting “Assalamu’alaikum wr wb”. Ss answered greeting together. Then, R built the closeness with Ss by asking some questions (e.g. how are you, are u happy seeing me again? etc. Ss seemed happy and enthusiastic answering those questions. R explained the aim of coming to the class D. Some nodded their head, and some shouted “hore”, etc.

R told Ss that before she taught them, Ss had to fill in the questionnaire and did the pre-test. First, R and her friend distributed the questionnaire. Some Ss asked how the procedure to fill in, what the meaning of the instruction was, therefore R explained each item in the questionnaire. There are interest questionnaire and readiness questionnaire. In interest questionnaire, Ss might list two items in describing people, describing places, how to make something and how to operate something. In readiness questionnaire, Ss had to explain what the definition of descriptive and procedure text was. Both T and the collaborator walked around to help and guide them in filling the questionnaire.

There was one student who did not fill in the list describing people. When I asked him, he said that he had no idols. It led R asked some more questions, but still he did not fill in. Some of them wrote CR 7, and five Ss chose Fatin Shidqiya Lubis. Prophet Muhammad, who was chosen by eleven Ss, became the most favourite idol. Other singers, actors, and football players were stated in the list.

After finished, R asked Ss to write down the descriptive text. The text was about their favourite idol. Some of them were confused so that they asked some questions. This took a long time. Some wrote the sentences with double verbs, e.g. *She is have a beautiful face; She is live in Jalan Affandi*. Some were still confused in spelling, e.g. kiper=keeper, klep=club, form=from, etc. The mistakes in capitalization and punctuation also often happened in their writing. The most common mistake was about subject-verb agreement.

In the end, Ss submitted their questionnaire and works. R told the material that would be studied in the next week. R ended the meeting and had a prayer together with Ss.

Field note 6

Day/date : Wednesday, April 16th, 2014

Setting : Classroom
Time : 07.15-08.45
Topic : Meeting 1
Respondents : Researcher (R), Students (Ss)

When R and the collaborator came, all Ss were in the class, but the situation was so noisy. They were not ready because some Ss seemed busy cleaning the room. While waiting for them, R opened the lesson by greeting and checking the roll. R also led a prayer and read some *surah* Al Koran together.

After several minutes, R asked Ss what they did last Friday. Some answered but others were busy with their own activities. R explained that she divided the groups into three, which was based on their questionnaire and pre-test. The groups consisted of tier 1, tier 2, and tier 3. Each group was asked to sit in the different line. R began to call their names and they had to move to the line decided. At first, they were reluctant to sit with others. However, the R and the collaborator managed them to do so in order to make easy the process of teaching and learning.

When R called their names, some really paid attention on it. Yet, there was one student who likes walking around and eating snack. Not long, R knew that situation and then R banned everyone to eat in the classroom. The atmosphere of the class was getting uncomfortable because some Ss moved to other seats. Some of Ss still asked which group they belonged to. Finally, R repeated the list of the groups.

When the situation was calm, R and the collaborator commenced to distribute the worksheets. Some Ss also helped to distribute them. Before having the worksheet, they still seemed busy with their friends, or just talked unimportant thing. Later, they turned to focus when the worksheets were in their hands.

After made sure that everyone got one worksheet, R started to ask some questions related to theme. R also asked what the meaning of each question was. The text was about describing people. Some were accustomed to Fatin, so they looked cheerful. R often said “hello” and “hi” to attract their attention. R also walked around when Ss began not to be serious. In the last question, what does she look like, R again asked the meaning. One said “*apakah dia suka*”. Then, R explained the difference between “what does she look like” and “what does she like” by writing down on the white board.

After discussing lead-in, R moved to the activity one. It was about vocabulary used in the text “Fatin”. In tier 1, Ss were not required to find the meanings because they were stated. Ss just needed to remind them well. In tier 2, to make sure Ss were well-understood with their task, R asked what the meaning of match was. By gesturing, Ss answered *menjodohkan*. Ss had to match the words and the meanings provided. Different from tier 1 and tier 2, in tier 3 Ss had to find the meanings by themselves. Ss might open the dictionary. As R walked around, students found that their answer was different from others. R stated since the meaning is similar, their answer is considered correct.

After waiting for a few minutes, Ss are asked to come forward. Many Ss including tier 2, and tier3 volunteered for answering the questions. Ss were actively involved in the writing learning process. R checked all the answers and let Ss corrected their error first. One by one the question was discussed. After discussing, R asked who got true. Some of them raised their hands. Ss pronounced the words after the R. After that, R pointed one by one to pronounced it again. Some mispronounced 'husky' and 'compliment'. R corrected it immediately.

In Activity 2, Ss were introduced with the model of the text, Fatin. Some Ss were asked to read aloud the text. R called and approached Ss who were keeping talk and noisy. Immediately R corrected their wrong pronunciation. R explained the generic structure of the text on the white board and the language feature, and then R discussed it with the Ss together. To make sure that everyone understood with the text, R asked one by one, what the text told us. R discussed each sentence and asked the meaning to Ss. R gave explanation on the use of present tense in descriptive text. Some of them knew and nodded their head. R forced them to remember all. Then, called Ss to read the next paragraph and asked Ss to underline the feature of present tense.

R asked Ss whether they had difficulties. R repeated the explanation of the present tense. Suddenly, one student wanted to go to toilet. He spoke in Indonesian. Then, R forced all Ss to speak classroom English. When two other Ss talked each other, R approached them and returned their attention.

Because of the time, the activity 3 was skipped. When came to the activity 4, Ss were given the explanation about their task. All Ss were asked to write down the noun phrase first, and then completed them into sentences. In tier 1, Ss were provided with the verbs. They just completed the words based on the noun phrase. In tier, Ss were given two choices of verbs, and then completed them. In tier3, Ss were asked to complete them with the verbs and the noun phrase correctly. Ss looked confused with the instruction, so that R had to repeat and explain again. R also gave them the example. R walked around to check their works and offer them help. Compared to the previous activity, this took a very long time, because still several Ss were reluctant to do it. Ss seriously did the task. In the middle of the activity, one student asked what *mempunyai* in English was. R patiently explained it. R explained the use of (is, am, are) and (has, have) because some Ss wrongly used them. For instance, she is large eyes. In fact, she has large eyes is the true one. One also wrote Kareena Kapoor is has a pointed nose. Although the explanation were given so many times, there was one student was confused to do that. R orally tested Ss with the use of has, have and is, am, are. There was also other student asked *tipis* in English.

Because Ss often made mistake in making sentences, R reminded them to make a sentence correctly; there should be a subject and a verb in a sentence. Students in tier 2 could do better than ones in tier 3. It is because they are not provided with the verb, instead of complete it by themselves. R asked them to discuss the activity 4. Ss then wrote down the answer in the white board without being asked. R also still checked Ss work and gave them help and guided them to do the task. After done, R began to check the answers. Generally,

the sentence was true, but mechanically the punctuation, the capital letter were wrongly used. R corrected all the answers and gave Ss the explanation. Time flied so fast, and the bell was ringing. R asked them to continue their work, activity 5 and 6 at home. Before closed the meeting, R summarized the material and asked Ss if they had difficulties. R asked the captain class to lead the prayer. The meeting was ended by greeting and having handshake.

Field note 7

Day/date : Tuesday, April 29th, 2014

Setting : Classroom

Time : 07.15-08.45

Topic : Meeting 2

Respondents : Researcher (R), Students (Ss)

Ss seemed busy with their own activities in the class as R and the collaborator came in. R asked them to prepare themselves joining the lesson. To save the time, immediately R opened the class as usual by greeting. R also asked Ss to have a prayer and read Koran. After reading Koran, there was one who came late. R asked him the reason of being late and asked Ss not to do so. R reminded him that it was the last he did that.

R began recall their memory about the last material. Some Ss answered enthusiastically. R asked if they had homework. A few Ss said that they did not bring the worksheet; they forgot to do the homework, etc. To neutralize the situation, R finally asked them to have shared the worksheet with the partner. R asked Ss to sit in the group line and this brought a little bit noisy. Suddenly, two Ss asked permission to go to the library to borrow the dictionary. R let them go.

After each seemed ready, R asked them to discuss the activity 5. It was about the arrangement of the sentence. At first, R invited Ss to answer the questions. Then, Ss then wrote down the answer in the white board without being asked. R asked which were true and false. One got incorrect answer in the last question; *we have color skin and hair different*. R then corrected and explained it. R also reminded Ss to be careful in writing the capital letter, full stop, etc. After discussing the activity 5, R asked if Ss had questions.

R moved to the activity 6, which was making a simple descriptive text about Taylor Swift. Actually it was homework, because Ss did not do it and some were still confused, R explained the detail of the task. Ss should make a simple descriptive text, based on the picture. R explained that Ss should describe the hair, eyes, eyebrows, nose, lips, skin, etc. The first step, Ss were asked to write sentence per sentence. After they were sure, Ss should rewrite the sentences into a good paragraph in the box provided. Because of the time, R asked Ss to finish the activity 6 at home. R would ask their task in the following week.

R began to move the topic of the lesson. R told Ss that they would learn about describing place. R asked them what the meaning was. Some did not know the meaning of

place. Then, R displayed the slides and distributed the worksheet. Some assisted her to share the worksheet.

After everyone got one worksheet, R asked them to do lead-in. The task was about putting a tick on school facilities they have at school. Ss also were asked to write the number of each facility. There were some Ss asking the meaning of sport ball. R then asked one by one to read the result quickly.

After lead in had done, Ss were asked to move to the activity one. The task was listening and completing the text. Ss in tier 1 were provided with two choices. Ss in tier 2 were provided with more choices. Ss in tier 3 were provided without any support. Because the recording was not too clear, R read the text three times. Therefore, Ss could understand the answer well. They seemed enthusiastic doing the activity 1. R discussed the answer together with Ss. Mostly they could answer correctly. However, a few students in tier 3 got the wrong answer in 5 and 6. Any of them wrote the light, whereas the correct word is the library. There was one wrote notice sport instead of notice boards. Then, Ss are asked to answer the comprehension question. R gave them time to do that. Then, after several minutes Ss read the answer one by one. Then R introduced them with the language feature of the text. She told the present tense, the adjectives, and the preposition of place, such as next to, between, etc. the collaborator assisted the R guiding the SS in the back line.

Before playing the video, R tested them with the preposition of place. To lose their boredom and to reinforce their memory about preposition of place, R played the video. It was the song containing the preposition of place. Ss seemed happy. They enjoyed watching it and tried to follow the song. R keep pausing and playing the video and explained the importance of it. Besides, R explained a little some sentences in the song. While R walked around, Ss really paid attention to the video. Then, R wrote the list of preposition of place in the white board, and asked them again. R gave the example on the use of preposition of place and how to put them in the sentence. R reminded them not to forget put verb after the subject. R asked Ss orally how to say *saya ada di dalam kelas*, *saya duduk di atas kursi*, etc. R again confirmed their understanding.

After that, Ss were asked to do the activity 3, which was completing the sentence using the appropriate verbs and preposition of places. As usual, each group had different task. Tier 3 always got the difficult one. Before they did the task, Ss asked the meaning of each preposition. Provided with the picture, Ss were expected to do the task correctly. However, two of Ss still did not know the meaning of desk, pillow, etc. R and the collaborator assisted Ss do the exercise. Suddenly, there was a teacher who called the rolling. Any of them completed the sentences without using the verb. In fact, the instruction was clearly stated. R corrected and reminded him.

Ss were asked to write their answers. They were actively participated. However, girls were more active compared to the boys. Therefore, R encouraged the boys to be more active and willingly wrote the answer. While R checked Ss' answer in the whiteboard, the collaborator helped Ss who had many questions. After each questions had been answered, R

discussed if they were true. R called one by one to read the answer and asked the meaning to make sure every was understood. R went nearer to Ss she called.

Because time was over, the activity 4 and activity 5 would be discussed in the next meeting. However, Ss were asked to read the text and do the homework. R explained the procedure of doing it, because each tier had different task. R summarized the material given, and reminded Ss about the homework. R closed the meeting.

Field note 8

Day/date : Friday, Mei 9th, 2014

Setting : Classroom

Time : 10.20-11.40

Topic : Meeting 3

Respondents : Researcher (R), Students (Ss)

Due to Friday, the situation was not really comfortable. Ss seemed tired and not focus. R managed to begin the lesson by greeting and calling the roll. The situation was getting worse and worse when the bird was flying around in the classroom. Everyone tried hardly to chase away. It was fruitless then. Rather than disturbing other class, R asked them to let it go. Still, there was one who insisted to chase away it. R just told him to focus on the lesson.

Because the time was limited, R asked Ss to take out the worksheet. Unfortunately, some forgot to bring their homework. R reminded Ss to move their seat and made sure that they had dictionary in their hands. After they sat in their own group, R asked their task.

R explained again their task. R used time to take their score first, in making paragraph descriptive about "My House". Three of Ss had done, but some did not. R asked them to finish it. After several minutes, R asked them to save their task and finish them at home. The material was continued. It was about procedural text.

Before went further to the material, R distributed the worksheet. R asked some questions e. g. "have you ever made cupcakes? What are the materials needed, etc" to build their readiness. R asked who wrote the cupcakes in the list how to make something. Some of them raise their hands. R prepared the laptop and LCD and asked them to pay attention to the video. Ss looked happy when the video was played. Ss seemed focus and listened to it. R paused and replayed and asked the meaning of words, or sentences. R asked whether they had difficult words. Some asked caster sugar, butter, batches, etc. After watching the video, the Ss read the transcripts.

Continuing the activity 1, at first Ss were asked to read the explanation by themselves. Then, R explained them the language feature of procedure text, such as imperative sentence, action verb, connective, etc. R asked Ss to mention the imperative sentences in the video. Some of them answered correctly. Besides, R gave explanation about the action verbs the

connectives. Ss were asked to point out them. R then confirmed their understanding by asking two Ss who were talking.

Suddenly, there was an announcement. R stopped the activity and asked all to listen to it. It was about extracurricular. After finished, R repeated the connectives and asked Ss to give the example. R asked Ss if they found difficulties.

Turning to the activity 2, Ss were given other recipe. It was about how to make oreo milkshake. As the instruction stated, Ss were asked to read first, and then study the meaning. As usual, the tier 3 had the hardest part. However, Ss in tier 1 were asked to remember words well. R walked around and checked Ss' work. The time given was 10 minutes. However, Ss had not finished and R gave an extra time. Although it took long time, students seemed serious but enjoy doing the task.

When R walked around, some were unsure with the meaning they wrote, for instance, blend and mixture. They wrote the same meaning for the different words. R asked them to re-check in the dictionary. Any student wrote *tebal* for thick.

When coming to discuss, R asked Ss to answer orally to save the time. However, R invited some Ss in each tier. Therefore, they can participate in the same portion. R also invited some who seldom answered and seemed calm. R asked what the difference between mix and mixture. Some asked mix is *mencampur*, while mixture is *campuran*. Then, R added that mixture is noun and mix is verb. It led one asked what noun was. R re-asked to all. Few said *kata benda*. And then R asked what verb was. Ss replied *kata kerja*. R gave information about thick. Sometimes it was *tebal*, but sometimes it was *kental*, just like in this context.

Ss began to do the activity 3. Yet, one asked where the text was, because it was stated "Read the text again". R pointed out the instruction. R read the first question; what does the text tell you. Some replied How to make oreo milkshake. R completed the answer by saying the text tell us about How to make oreo milkshake. The next questions were different, so R asked Ss to do carefully. Although the instruction was stated there, R read it and translated into Indonesian. Some mimics and gestures were also used. When R seemed busy with one girl, other student keep calling R. R approached him, and asked his problem.

One student from tier 1 asked what the connective was. R asked to all. Some of them still remembered it well. As R walked around, 2 Ss looked busy playing with the pen and threw it away. R admonished them and asked not to do again; because it disturbed other Ss. R discussed two other questions. R asked what the meaning of 'finally add the remaining ingredients and blend was'. After everything was clear, R asked whether any question.

R commanded Ss to continue doing the activity 4. It was about completing the text. Here, three tiers had the same task. R read the instruction and translated it in Indonesian. Some of them nodded their heads, meaning that they understood what they had to do. Some Ss seemed busy opening dictionary and other discussed with their friend. Two Ss came forward to ask to R about their difficulty. There were noisy in the back, immediately the collaborator calmed down the situation. Because the time was over, R closed the meeting by

greeting and had handshake with all. R gave homework on unit 4 and 5. R together with Ss summarized the material that had been studied.

Field note 9

Day/date : Wednesday, May 14th, 2014

Setting : Classroom

Time : 07.15-08.45

Topic : Meeting 4

Respondents : Researcher (R), Students (Ss)

When R came, the collaborator had not come yet. R opened the class by greeting. R asked Ss to do all routines such as praying and reading Koran. After ten minutes, R started the lesson by asking if there was absent. R also asked the task given last week, activity 4. Ss were asked to write down on the white board. Each group looked actively participated, not only the tier 3. Then, R commanded one by one to read the first sentence. R asked the meaning of melt. Some replied *mencairkan*, *melelekan*, etc. Next to the second sentence, R asked the meaning of it. Few did not know the meaning of yolk, but one replied *kuning telur*. Some also did not understand the meaning of harden. R wrote hard and harden in the white board. Suddenly, there was a teacher who called the rolling. R also explained let fry and allow to cook had the same meaning. There were two Ss who wanted to borrow the dictionary. R invited one to read the next sentence and asked all to listen to her.

In the last sentence, Ss mostly read salt and serve with wrong pronunciation. R corrected immediately. Then, one student asked to taste. After checked the answers, R asked Ss to correct the punctuation and the capitalization. Some of them still wrote in the wrong mechanics. Two Ss came in and brought the dictionaries and distributed them. R confirmed their understanding by asking Ss if there was any question.

Move to the activity 5, R asked who had finished. Just some Ss raised their hands. After several minutes, R invited Ss who had not answered the question. Some raised their hands again. R commanded someone to clean the white board. One by one the questions were all answered. R asked whether the answers were true. If still incorrect, Ss were asked to rewrite them. R suggested Ss to find the main idea first. R asked who got the right answer on number 1. R also explained why the arrangement should be like that.

After finish discussing the activity 5, R asked Ss to move their seat. R invited Ss who had not done "My House". Those who had done should do the next activity, which was making a procedure text about recipe in groups. R focused on helping those who worked on procedure text, while the collaborator paid attention and checked the other Ss.

When time was up, Ss submitted their work. Those who had not do the exercise 6, should finish it at home. R made a summary and reflection with Ss. R closed the meeting by greeting and calling the role.

Field note 10**Day/date : Friday, May 16th, 2014****Setting : Classroom****Time : 10.20-11.40****Topic : Meeting 5****Respondents : Researcher (R), Students (Ss)**

The situation was so noisy because Ss said the school would end early. R began the lesson as usual; calling the roll and greeting. Before continuing the material, R asked their task and then Ss submitted it. R found difficulty to deal to SS because the collaborator was absent. R managed to calm down them. R reminded Ss who did not submit the task, would not be scored. Ss moved to the seat decided. R distributed the worksheet.

R stated the objective of the meeting. Ss were asked to focus because the lesson just started. Ss were asked to do lead-in. Here, Ss had to write the names of the appliances. To make it clear, R also translated to Indonesian. Ss could do the task seriously, although they made a bit noise. Each looked enthusiastic to answer. Each wanted to write the answer. R decided to give more chance to those who seldom participated. Mostly Ss knew the appliances in English. R asked whether Ss had difficulties.

There were two Ss who talked and ran over. R again managed Ss to keep quiet and be serious. After Ss were calm, Ss did the activity 1. Different from the previous version, tier 1 and tier 2 had to find the meaning by choosing the words provided. Yet, tier 2 had more choices of words. Tier 3 had to find the meaning by themselves without any support. Ss read the text and found the meaning of words. Ss discussed with their partner. There were some who cheated, so that R told them to be honest and tried by themselves.

There were some students keeping asking what had to do. In fact, the R had said and the instruction was stated. Finally, R repeated the instruction in Indonesian. Ss sounds busy opening the dictionary and write the answers. R walked around and asked Ss to read again the text, so that they could guess the meaning. R also helped Ss who needed the explanation and guidance. R reminded Ss who still unwillingly did the task. There was one who asked the meaning of blank. R explained by gesturing and finally he got the answer.

Moving to the activity 2, the Ss were asked to read the explanation. R only reminded them about the language feature of procedural text. Ss could answer the connectives, the action verbs, etc.

In the activity 3, Ss did the varied task. The researcher read the instruction two times to make them understand what they are going to do. R also gave some gestures to make sure them. Tier 1 had to underline the action verb and the connectives in the text. Tier2 had to write down the sentence using the action verb and connective. Tier 3 had to produce the new

words containing the action verb and the connective. After done, R and Ss discussed the answers.

Because the bell was ringing, the meeting was ended. R gave the homework and summarized the material. R closed the meeting by greeting.

Field note 11

Day/date : Tuesday, May 20th, 2014

Setting : Classroom

Time : 07.15-08.45

Topic : Meeting 6

Respondents : Researcher (R), Students (Ss)

Due to morning, Ss seemed active. They still talked each other and walked around in the class. Ss were asked to pay attention and R opened the class by greeting. R and Ss prayed and read Koran together. R called the roll.

Before continuing the material, R asked one student who stayed standing to sit down. Then, Ss took out the worksheet. R asked Ss to discuss their homework, activity 4. They said the text was a little bit hard for them. Some asked the meanings of tub, compartment, knob, etc. Still, there were some who did not do the homework. Therefore, R gave an extra time. Although the material seemed hard, they were challenged. They opened the dictionary and discussed with their friend. They also asked R about words they did not understand. They then willingly tried to write the answer. Without being invited, Ss came forward and wrote the answer. Ss were also asked to read and translate it. R corrected some incorrect answers.

Moving to the activity 5, Ss worked in pairs. Ss arranged the sentences into a right order. Each participated in the writing learning process. Ss wrote the answers then discussed them together. R corrected the errors, such as spelling, punctuation, etc. Ss were also reminded with the importance of them. After that, they were asked to read them.

R used the rest of time to check their improvement. Ss were asked to write the procedure text. They might write recipe or the instructions how to do something. Before they wrote the text, R explained the importance points in procedure text, such as the structure, the tense used, the connectors, the verbs, etc. There was a student who wrote 'how to make cheesy fried egg', another wrote fried bananas, and other wrote piscok, etc. Yet, most of them still made mistakes in spelling, punctuation, and capitalization. One student wrote blender with blander. It was also found omelette was written with omellette. Some connectors were written in on sentence, e.g. after that, finally stir the mixture and serve. In addition, one wrote 'to come in' to refer to put.

As the bell rang, R asked them to submit the works. Ss who had not completed the text, had to submit the text on Wednesday. T summarized the lesson and close the meeting by greeting.

Field note 12**Day/date** : Wednesday, May 28th, 2014**Setting** : Classroom**Time** : 07.15-08.45**Topic** : Meeting 7**Respondents** : Researcher (R), Students (Ss)

When the bell rang, many Ss were busy with their own activities. Some of them did other homework, some talked to others, etc. R asked them to calm down and opened the lesson. As usual, Ss read the Kuran and prayed together. R greeted them and called the roll.

R asked where their homework was. Some submitted the tasks and some said 'done. Again, there was one student who did not want to do and submit the work. After a long time, R successfully persuaded him to write the text as possible as he can. Then, R distributed the questionnaire related to the implementation of tiered activity. Some asked the meaning of each question. Therefore, before Ss wrote the answer, R explained the procedure to fill in. R walked around the class and asked them to be honest.

After each submitted the questionnaire, R said that it was the last meeting. R apologized for mistakes had been made and said gratitude to them. R closed the meeting by greeting.

INTERVIEW GUIDELINES FOR INTERVIEWING THE TEACHER

1. Latar belakang pendidikan (keahlian)
2. Kesulitan dlm mengajar
3. Kegiatan ekstra inggris
4. Teknik yg diterapkan dlm mngajar writing
5. Penggunaan media pembelajaran
6. Kondisi kelas, mixed ability classroom
7. Involvement and participation
8. Kegiatan yang mendorong siswa utk aktif
9. Apakah tiered activity mungkin diaplikasikan
10. Sudah pernah atau belum
11. Persiapan menulis
12. Cara mengerjakan tugas Individu atau kelompok
13. Pemberian feedback
14. Writing assessment
15. Harapan

INTERVIEW TRANSCRIPT

Interview transcript 1

Hari, tanggal : Jumat, 8 November 2013

Jam : 11.10-11.30

Tempat : Perpustakaan

Responden : R(Researcher), S1 (siswa 1), S2 (siswa 2)

- R : Pagi, de. Lagi ngapain?
 S1 : Lagi ngerjain tugas mb.
 R : Mba minta waktunya bentar ya? Mau wawancara terkait Bahasa Inggris.
 S2 : Hah, wawancara?
 R : Iya, ga usah takut, santai aja. Disambi ngerjain tugas juga ga papa. Kalian suka Bahasa Inggris ga?
 S1 : Suka mba.
 S2 : Ya, sedang lah mba.
 R : Kenapa?
 S1 : Ya, Inggris lebih mudah daripada Bahasa Arab.
 R : Owh, terus dari 4 skill mana yang susah?
 S2 : Listening paling susah, abis itu writing.
 R : Kalau kamu gimana?
 S1 : Sama mba. Kalau listening susahnya ga jelas suara orang bulenya. Kalau writing susah yang -s, -es mb.
 R : Emm, grammar ya. Terus selain itu? Bingung ga kalau mau mau nulis?
 S2 : Biasa aja mba. Paling kadang-kadang kalau temanya susah bingung. Terus kosakatanya kurang menguasai mba.
 R : Oh, jadi vocabulary ya.
 S1 : Ya, kemarin apa ya. Awesome sama gorgeous ejaanya ga tau.
 P : Kalian pernah ga dikasih tugas writing yang berbeda? Kan di kelas kemampuan anak berbeda-beda kan? Ada yang sedang, pinter, dan agak lambat.
 S1 : Maksudnya gimana mba?
 R : Ya, misal siswa yang sedang ngerjain tugas yang sederhana, siswa yang pinter ngerjain yang lebih sulit.
 S2 : Ga pernah mba. Kita dikasih tugas yang sama terus sih.
 R : Baik, makasih ya de. Udaahan dulu.
 S1, S2 : Sama-sama mba.

Interview transcript 2

Hari, tanggal : Kamis, 28 November 2013

Jam : 10.10-10.30

Tempat : R. Kelas

Responden : R(Researcher), S3 (siswa 3), S4 (siswa 4)

- R : Pagi, de. Gimana kabar?
- S3 : Baik mb, wah mba ko lama ga maen ke Mts.
- S4 : Ya mba, ko belum lulus mba?
- R : Ya, maka dari itu, mba mau minta tolong sama ade. Mba butuh wawancara kalian, gimana. Mau ya?
- S3, S4 : Ok deh mba.
- R : Ok, Nadia. Suka bahasa Inggris ga? Terus sapa ya, Amanda juga? Tertarik dengan Inggris ga? Kenapa, alasannya sekalian ya.
- S3 : Saya sangat suka mba. Aku pengen jadi pramugari mba.
- R : Kalau Amanda?
- S4 : Ya, tertarik juga mba. Saya pengen ke luar negeri, ngobrol ma turis mba.
- R : Owh, jadi gitu ya. menurut Nadia dan Amanda kemampuan bahasa Inggris kalian gimana? Tapi, khusus writing ya. Baik, sedang, atau kurang?
- S3 : Wah, kurang banget mba.
- S4 : Sama, saya juga masih merasa kurang banget mba.
- R : Kenapa ko gitu? Sebenarnya kesulitan saat menulis apa saja?
- S3 : Ga kaya Bahasa Indonesia mba, nyusun kalimatnya susah, harus dibalik-balik.
- S4 : Ejaannya itu mba. Ga apal penulisannya. Apalagi gor...apa mba? Indah itu..
- R : Gorgeous.
- S3 : Nah, gorgeous mba. Hehe. Terus kadang-kadang juga bingung mau nulis apa kalau ngarang.
- R : Oh, ngembangin idenya ya. Nah, biasanya pembelajaran menulis di kelas gimana?
- S3 : Ya nulis biodata, undangan, sama apa nda..
- S4 : Emmm, apa ya. kaya teks descriptive, ariel mba.. sama lupa mba, gitu deh.
- R : kalo Bu Lilis ngasih tugas sama ga untuk satu kelas? Terus kalian ngerasa susah, apa mudah, atau terlalu sudah/ mudah?
- S3 : Sama mba, ga pernah dibeda-bedain. Ya, sedang, kadang-kadang terlalu susah, tapi pas si mba.
- R : Terus peran guru dalam writing apa saja?
- S3 : Maksudnya peran apa mba?
- R : Ya, maksudnya ngasih motivasi atau ga, suka ngoreksi dan ngasih saran ga?
- S3 : Ya, paling memotivasi mba. Kalau pengen sukses harus kerja keras, belajar.
- R : Terus kalau ada tugas di kasih saran ga terkait tulisan kalian?
- S4 : Ya, sering mb, kalau kita nulis dikasih skor ma saran.
- R : Ya, mba rasa cukup. Thanks.
- S3, S4 : You're welcome mba.

Interview transcript 3

Hari, tanggal : Jumat, 29 November 2013

Jam : 10.00-10.30

Tempat : R. Guru

Responden : R(Researcher), ET(English Teacher)

- R : Assalamu'aliakum. Maaf ya bu, telat. Tadi hujan. Gimana Bu, sudah siap diwawancara?
- ET : Wa'alaikum salam. Sante aja mba, ga pa2 . Ya, silahkan dimulai.
- R : Baik Bu. Mulai dari apa latar belakang pendidikan Ibu?
- ET : Saya S3 Pendidikan Bahasa Inggris di UAD, dan S3 spesifikasi Linguistik di Australia mba.
- R : Dulu waktu S3 spesifikasinya apa Bu? Kalau saya kan TEFL, mba Sita children.
- ET : Ya, Pendidikan Bahasa Inggris mba.
- R : Oh, ya. Apa saja kesulitan mengajar Ibu di kelas?
- ET : Sebenarnya kesulitannya dari siswanya ya, mba. Yang jelas siswa jarang membaca. Kan ga mungkin siswa bisa menulis tanpa banyak membaca. Kemudian mereka juga tidak terbiasa dengan menulis. Berbeda dengan luar negeri, anak-anak sudah terlatih dengan menulis sejak dini. Yang paling menonjol mereka kurang menguasai kosakata. Saya sering memerintah mereka menghafal kosakata baru, misal 1 minggu 5 kosakata, nanti ditambah.
- R : Bagus Bu. Kemudian terkait motivasi siswa bagaimana?
- ET : Ya, banyak yang motivasi terhadap Bahasa Inggris kurang. Mereka mungkin menganggap Inggris susah. Apalagi bagi yang tidak mendapat B.Inggris di SD.
- R : Terus kalau dari manajemen kelas atau lainnya bu, sulitnya dimana?
- ET : Insya Allah kalau manajemen kelas saya bisa handle mb. Saya jam terbangnya sudah banyak, pokoknya bermodal pengalaman mba. Kalau ada siswa yang agak susah diatur lebih baik didekati dengan halus. Kalau sekarang gampang mba, ada internet, media juga gampang.
- R : Di sekolah kan ada kegiatan ekstra Bahasa Inggris ya bu, kalau ga salah namanya English Club. biasanya kegiatannya apa bu? Lebih ke conversation atau siswa diajar untuk menulis juga?
- ET : Kalau itu saya kurang tahu, tapi yang jelas biasanya kalau ekstra mungkin lebih menekankan speaking. Yang handle kan mb dika.
- R : Oh, jadi writingnya ga diajarkan ya. Nah, Biasanya teknik yg diterapkan dalam mengajar writing apa bu?
- ET : Teknik yang digunakan tergantung materinya. Misal kalau kelas ada descriptive text saya lebih menekankan pada penggunaan kalimat sederhana dengan benar. Saya si targetnya ga tinggi-tinggi mba, yang penting anak paham dan bisa membuat kalimat sederhana. Ya waktu itu pernah saya kasih bacaan descriptive text tentang Ariel. Mereka ya cukup

bisa lah mba, nanti saya sedikit menjelaskan pola kalimat SPO, tenses dan lain-lain.

R : Kalau penggunaan media pembelajaran seperti apa bu?

ET : Kalau penggunaan media saya lebih sering internet-based mba. Kaya semacam material development mb, seringnya pake video dulu. Kadang-kadang juga pake gambar, saya jarang manut buku pokoknya.

R : Untuk kondisi kelas, mixed ability classroom ga bu? Biasanya kan setiap kelas pasti ada yang pintar, sedang, dan rendah.

ET : Ya benar mba, kalau di kelas yang paling banyak yang sedang mba, yang high ability paling hanya 3-5 orang, sisanya ya yang lambat.

R : Berpengaruh ga bu, dengan involvement and participation siswa dalam mixed ability classroom?

ET : Ya, kalau di speaking kelihatan menonjol sekali mba, yang aktif dan yang pasif. Malah kadang-kadang saya menyuruh yang bisa untuk diam dulu, memberi kesempatan pada yang jarang jawab. Kalau writing ya tidak terlalu.

R : Apa saja kegiatan yang mendorong siswa untuk aktif?

ET : Biasanya saya kasih mereka topik yang menarik. Mereka kalau saya kasih topic tentang jkt48, ariel, dan lain-lain semangat mba. Langsung bersorak lah, karena mereka punya interest tertentu. Makanya saya lagi pengen Researcher tentang hubungan thematic dengan motivasi anak dalam belajar bahasa inggris mba.

R : Wah, bagus bu.

ET : Selain itu, biar mereka aktif saya juga memberi kesempatan yang sama.

R : Menurut ibu, apakah tiered activity mungkin diaplikasikan?

ET : Ya sangat mungkin mba. Apaun harus dicoba, apalagi writing kan sangat penting mba. Oya, saya mau menanyakan lagi mba. Sebenarnya tiered activity gimana mba?

R : Ya intinya itu strategy for a mixed ability classroom bu. Kita ngasih tugas berdasarkan kemampuan mereka, misal dengan gradation task yang berbeda, bisa dengan support yang berbeda, atau pake bloom taxonomy bisa. Sudah pernah atau belum bu?

ET : Belum pernah, seringnya ngasih tasknya sama.

R : Kalau writing, persiapan menulis apa saja bu?

ET : Persiapan menulis maksudnya gimana?

R : Ya, kegiatan pra menulis bu, semacam brainstorming, diskusi atau apa bu? Mungkin membuat draft menulis.

ET : Oh, kalau itu biasanya saya mengajari mereka untuk membuat outline mba. Misal paragraf pertama berbicara apa, paragraf kedua apa, nanti dikembangkan. Tapi, yang menjadi masalah anak-anak sering menjadi transaltor mba. Jadi, mereka menulis indonesianya dulu, baru Bahasa Inggrisnya.

R : Iya. Saya dulu juga sering begitu Bu. Terus cara mengerjakan tugas biasanya individu atau kelompok bu?

ET : Ya kalau writing saya lebih menekankan individu mba. Kalau kelompok mungkin jarang ya.

- R : Terus biasanya mengerjakan tugas di kelas atau di rumah bu?
- ET : Kalau dikelas si iya mba, tapi itu baru yang dasar-dasar. Nanti selebihnya anak mengerjakan di rumah. Kalau di kelas terus nanti waktunya habis mba. Paling saat dikoreksi/ dinilai dan pada saat awal dikerjakan di kelas.
- R : Feedback itu kan penting ya bu, bagaimana untuk pemberian feedback?
- ET : Kalau feedback saya rajin mba. Yang paling sering secara individu saya tulis skor mereka dan kesalahannya saya tandai . Kalau banyak yang salah, saya ngasihnya didepan kelas supaya semua tau.
- R : Selain feedback, penilaian juga penting kan bu. Untuk writing assessment biasanya pakai apa bu?
- ET : Saya lebih sering penilaian subjektif mba. Saya kan hapal tulisan si A, si B. Kalau anak sudah bisa segini ya cukup. Standar nilai 75 pokoknya mba.
- R : Terakhir,apa harapan Ibu dalam mengajar writing ?
- ET : Seperti yang saya bilang mba, saya pengen anak-anak tidak menjadi transalator sebelum menulis. Kemudian, mereka bisa hafal dengan kosa kata dan paham penggunaannya dan anak bisa menguasai Bahasa Inggris dengan baik, khususnya writing.
- R : Baik, terimakasih bu kerjasamanya.
- ET : Sama-sama mba. Pokoknya akan saya bantu.

Interview transcript 4

Hari, tanggal : Jumat, 11 April 2014

Jam : 12.05-12.10

Tempat : Perpustakaan

Responden : R(Researcher), C (Collaboartor)

- R : Gimana Sit, pre-testnya?
- C : Wah, bener-bener harus usaha ni. Untuk grammar masih banyak yang salah, idenya juga masih minim.
- R : Ya, menurutku juga gitu. Mereka jangan latihan. Terus masih banyak yang pake double verb, spelling salah, apalagi punctuation.
- C : Terus ini mau diapakan?
- R : Ya jelas, saya analisis. Terus berdasarkan pre test dan questionniare tak bagi mereka jadi 3 tier. Tier 1 yang low, tier 2 sedang, ma tier 3 yang high.
- C : Sip lah, terus nanti materinya gimana?
- R : Ya, mau ga mau harus repot dikit. Bikin tiga materi, alias tugasnya beda. Tapi intinya sama, cuma tingkat kesulitan ko yang beda.
- C : Yowis, aku manut. Besok pertemuan pertama descriptive kan?
- R : Ya, describing people. Berangkat gasik ya, jangan telat. Yuk, pulang.

Interview transcript 5

Hari, tanggal : Jumat, 11 April 2014

Jam : 12.15-12.18

Tempat : Kantor guru

Responden : R(Researcher), ET(English Teacher)

- ET : Gimana Mba? Tadi gimana, coba lihat pre-testnya
 R : Ya, alhamdulillah lancar, Bu. Tadi sebelumnya saya nyebar questionnaire tentang pilihan topik yang ingin dibahas. Terus nanti materinya ya ada yang diambil dari situ. Untuk pre-test, ini hasilnya. (Menunjukkan karangan siswa) mereka mengarang tentang their idol, Bu. Nanti saya analisa kesalahannya baik dari segi isi, grammar, punctuation, dll pake scoring rubrics.
 ET : Ya, bagus mba. Saya manut aja baiknya gimana.
 R : Jadi, dari hasil analisa pre test, langsung bisa dibagi mana yang masuk tier 1, tier2 atau tier3.
 ET : Oke oke, Mba. Ini lagi banyak gawean, ada supervisi sekolah. Tadi sama Mba Sita kan?
 R : Ya, ga papa Bu. Ada Mba Sita ko. Kalau begitu saya pamit dulu Bu, saya bareng Mba Sita soalnya. Assalamu'alaikum
 ET : Ya sudah, cepat. Nanti gerbangnya keburu dikunci. Wa'alaikum salam

Interview transcript 6

Hari, tanggal : Rabu, 16 April 2014

Jam : 10.10-10.15

Tempat : R. Kelas

Responden : R(Researcher), S6 (siswa 6)

- R : Udah tau kan, pembagian tugasnya beda-beda tiap kelompok. Menurutmu gimana? Adil ga?
 S6 : Kalo menurut saya asyik, jadi ga bisa contek-contekan, bisa mikir sendiri, biar tambah pinter pastinya.
 R : Terus kamu merasa terpinggirkan ga, Billy? Kan saya bagi tugasnya dari yang rendah, sedang, dan agak tinggi.
 S6 : Ga, malah enak ko mba, tugasnya beda-beda.
 R : Seneng ga?
 S6 : Seneng .
 R : Kira-kira yang kurang untuk hari ini apa?
 S6 : Ga, ga ada yang kurang.
 R : Kosakata jadi bertambah ga?
 S6 : Itu pasti mba.
 R : Ok, makasih ya.
 S6 : Ya mba.

Interview transcript 7

Hari, tanggal : Rabu, 16 April 2014

Jam : 10.15-10.20

Tempat : R. Kelas

Responden : R (Researcher), S7 (siswa 7)

- R : Menurutmu gimana pembelajaran hari ini, Dinda?
 S7 : Senang, bisa belajar sambil bermain.
 R : Lo, kenapa sambil bermain?
 S7 : Ya....maksudnya enak sambil becanda. Hehe
 R : Oh, gitu. Nah, ini kan tiap kelompok tugasnya beda-beda. Kelompok 1 yang mudah, kelompok 2 sedang, kelompok 3 yang agak susah. Menurutmu gimana dengan adanya pembagian tugas yang berbeda?
 S7 : Tadi kalau kelompok 1 kan katanya lebih mudah, ya bisa jadi lebih ngedong lah. Bisa saling belajar.
 R : Terus bingung ga kalau tugasnya beda-beda gini?
 S7 : Ga si. Malah variatif.
 R : Yang kurang untuk hari ini apa?
 S7 : Ga ada yang kurang.
 R : Bener ni, ga ada yang kurang? Mending pake LCD ga?
 S7 : Hmmm, ya...kalo bisa si pake, tapi ga terus menerus. Kadang-kadang aja, misal hari ini pake, bsoknya ga usah.
 R : Ok, sip. Makasih

Interview transcript 8

Hari, tanggal : Rabu, 16 April 2014

Jam : 10.10-10.15

Tempat : R. Kelas

Responden : C (Collaborator), S8 (siswa 8)

- C : Fahmi, kamu dari kelompok 3 ya?
 S8 : Ya.
 C : Menurutmu, materinya gimana?
 S8 : Materinya ngedongin.
 C : Hmmm, mudah dipahami ya. Terus ada yang kurang ga dari hari ini?
 S8 : Ga ada.
 C : Yang seru materinya, terus apa lagi? Gurunya seru ga?
 S8 : Gurunya seru juga.
 C : Terus kamu merasa gimana ga, kan tugasnya saya bagi jadi 3 lapis?
 S8 : Ga gimana-gimana. Malah membantu sekali Mba. Asik juga, unik dan beda.
 C : Beneran? Malah kamu enjoy, bisa mengerjakan, jadi terbantu, ya? Ada yang kurang ga untuk hari ini? Mungkin pertemuan kedua kamu pengen usul apa gitu?
 S8 : Ga, ga ada.
 C : Ok, sip. Bagaimana dengan penguasaan kosakata bahasa Inggris?
 S8 : Lumayan bertambah. Jadi tau pengucapannya juga.
 C : Thanks ya.
 S8 : Sama-sama, Mba.

Interview transcript 9**Hari, tanggal : Rabu, 16 April 2014****Jam : 10.20-10.25****Tempat : R. Kelas****Responden : R(Researcher), S9 (siswa 9)**

- R : Dewi, mba mau nanya-nanya, boleh ya?
 S9 : Ya, pasti.
 R : Menurutmu, materinya gimana? Menarik ga?
 S9 : Ya, kalau menurutku menarik lah. Saya fans beratnya Fatin.
 R : Hmmm, mudah dipahami ga?
 S9 : Ya gampang dan mudah dipahami.
 R : Ada yang terlalu susah?
 S9 : Ada si, Cuma yang melengkapi kalimat agak bingung. Tapi, udah donk setelah dapet penjelasan.
 R : Oke, makasih .

Interview transcript 10**Hari, tanggal : Rabu, 16 April 2014****Jam : 10.20-10.25****Tempat : R. Kelas****Responden : C (Collaborator), S10 (siswa 10)**

- C : Hai Fasya!
 S10 : Hello.
 C : Menurutmu, materinya gimana? Menarik ga?
 S10 : Ya, kalau menurutku ya cukup memotivasi. Fatin kan secara penyanyi terbaru yang muslimah.
 C : Cukup memotivasinya gimana?
 S10 : Ya maksudnya walaupun Muslim, dia tetap bisa eksis dan mengembangkan bakatnya, tanpa merasa minder.
 C : Intinya menginspirasi kamu ya? Selain itu, yang membuat materinya menarik apa saja?.
 S10 : Ya pertama bikin kita paham. Terus, gambarnya banyak.
 C : Jadi, sangat membantu kan gambarnya? Kamu jadi ga bingung nulis idenya.
 S10 : Jelas, Miss.

Interview transcript11**Hari, tanggal : Rabu, 16 April 2014****Jam : 12.00-12.05****Tempat : Perpustakaan**

Responden : R(Researcher), C (Collaborator)

- R : Hemm, cape ya? Apa yang kurang hari ini?
 C : Manajemen waktu, yang tegas. Materinya ga rampung kan?
 R : Ya, menurutku juga gitu. Tapi, banyak yang masih belum selesai. Mungkin, sekarang kita tolerir dulu lah. Untuk latihannya gimana?
 C : Ya, bagus. Cuma, intruksinya diperjelas, agar ga berkali-kali ditanyakan. Terus usahakan siswa belakang lebih diperhatikan. Soalnya mereka pasti banyak mainnya.
 R : Oke, kan ada kamu, hehe. Yadeh.. Kalau partisipasi siswa gimana?
 C : Udah bagus. Tapi, jangan lupa, diratakan. Yang maju jangan yang itu-itu ja.
 R : Oke, itu pasti. Kan tujuan utama emang kaya gitu. Kira-kira writing mereka gimana, walaupun belum ada tugas mengarang.
 C : Nah, ini. Kaya kemarin, grammar masih ancur.
 R : Ya, memang harus dikit-dikit and sabar. Tetep saya ingatkan terkait menulis kalimat, spelling, dan lainnya ko.
 C : Bagus lah. Semangat.

Interview transcript 12

Hari, tanggal : Selasa, 29 April 2014

Jam : 09.15-09.20

Tempat : Kantin

Responden : R(Researcher), C (Collaboartor)

- R : Materi 1 udah selesai, menurutmu gimana?
 C : Emang prograssnya lum keliat, tadi aja suruh ngarang bingung dan waktunya ga selesai.
 R : Ya, yang penting kan mereka berusaha. Niatnya mau tak suruh selesaikan di kelas, tapi daripada buang-buang waktu. Kan mereka sebagian udah dapat arahan, lebihnya mereka kerjakan di rumah.
 C : Ya, si. Tapi yang ngurutin kalimat udah lumayan pada bisa. Tapi ya itu, ketika nulis jawaban di papan, masih banyak yang ga menyadari capitalization.
 R : Ya, kan dah selalu tek ingetin. Tapi, dah kebiasaan si. Nanti lama-lama juga bisa ko. Terus descriptive placenya gimana?
 C : Ya, cukup menarik. Inget wektu. Apalagi lead-in, kan itu cuma buat pemanasan, harusnya jangan lama-lama.
 R : Oke. Terus penggunaan media video lagu tentang preposition placenya gimana?
 C : Ya, bagus itu. Menarik perhatian dan semangat dan pastinya meningkatkan pemahaman mereka.
 R : Menurutmu kendalanya apa? Saya rasa mereka masih kurang di grammar, tadi melengkapi kalimat intruksinya memakai verb dan preposition yang sesuai, tapi tetep saja ada yang ga pake verb.

- C : PR kamu itu. Yang penting ada peningkatan, walaupun cuma dikit.
 R : Gimana? Semua siswa sudah bisa berpartisipasi kan?
 C : Ya, lumayan. Uda bisa terlibat semua, tapi, yang dari tier 3 tetap ngotot
 pengen jawab terus.
 R : Oh ya, nanti yang udah maju beri kesempatan yang lain dulu. Ngomong-
 ngomong kelompok 3 ga terlalu dominan kan?
 C : Sudah mulai berkurang. Kalau perlu kadang-kadang ditunjuk.
 R : Oke.

Interview transcript 13

Hari, tanggal : Selasa, 29 April 2014

Jam : 10.15-10.20

Tempat : R. Kelas

Responden : R(Researcher), S11 (siswa 11)

- R : De, gimana pembelajaran Bahasa Inggris hari ini? Describing people
 sudah selesai dan ini udah mulai describing place.
 S11 : Ya,,cukup menyenangkan Miss. Kita dikasih banyak latihan, tadi ada
 videonya juga. Jadi tambah asyik pastinya.
 R : Isi videonya maksud ga? Coba jelaskan !
 S11 : Ya, intinya tentang preposition of place. Misalnya, next to, between,
 beside, behind.
 R : Apa yang bisa kamu ambil manfaatnya?
 S11 : Ya, jadi tau makna dan penggunaannya.
 R : Oya, yakin senang dikasih banyak latihan? Terlalu susah ga?
 S11 : Kan sudah disesuaikan dengan kita, mungkin banyak pasnya. Tapi ada
 yang susah si.
 R : Yang susah yang mana?
 S11 : Ya kalau suruh bikin karangan. Terus teknya juga ga tau artinya kadang-
 kadang. Kosakatanya ada yang ga tau.
 R : Kan sudah ada contoh teksnya. Kamu bisa melihat terus mengembangkan
 sendiri. Latihan juga sudah bisa membantu.Nah, kosakatamu sebelum dan
 sesudah Miss ngajar gimana?
 S11 : Ya, lumayan ada peningkatan Mba. Dari yang ga tau jadi tau, dari yang
 salah pengucapan jadi bener.
 R : Syukur kalo gitu. Ya sudah, cukup. Thanks ya
 S11 : Kembali kasih, hehe.

Interview transcript 14

Hari, tanggal : Selasa, 29 April 2014

Jam : 10.15-10.20

Tempat : R. Kelas

Responden : C(Collaborator), S12 (siswa 12)

- C : Menurutmu, how materinya?
 S12 : Ya, biasa saja. Tadi yang menarik ya ada videonya. Jadi bener-bener paham.
 C : Oke, terus apalagi? Latihan soal-soalnya cukup membantu ga?
 S12 : Ya, lumayan. Saya jadi tau salah benernya.
 C : Kalau membantu, berarti ngarangnya bisa donk?
 S12 : Ya bisa, tapi kalau uda mulai nulis, jadi lupa apa yang udah dipelajari.
 C : Ya ga papa, namanya juga belajar. Salah sudah biasa. Yang penting tetep latihan, jangan putus asa.
 S12 : Insha allah mba Sita
 C : Teksnya menarik ga tadi?
 S12 : Ya, sebenarnya biasa. Tapi seneng-seneng aja, kan topiknya kemarin ada yang milih sendiri.
 C : Nah, untuk kosakata sendiri ada peningkatan ga?
 S12 : Pasti mba, banyak latihannya si, jadi mau ga mau buka kamus, cari artinya.
 C : Tapi jadi bisa kan? Ya dah ya, makasih de.
 S12 : Sama-sama Mba.

Interview transcript 15

Hari, tanggal : Selasa, 29 April 2014

Jam : 10.20-10.25

Tempat : R. Kelas

Responden : C(Collaborator), S13 (siswa 13)

- R : Alif, menurutmu latihan vocabularynya gimana? Menyenangkan ga?
 S13 : Ya, cukup menyenangkan dan menantang. Tugasnya beda-beda. Kita juga jadi rajin buka kamus.
 R : Susah ga?
 S13 : Kalau buat kelompok 1 ya jelas gampang, udah da artinya, ga usah diapa-apain.
 R : Eh, jangan salah. Kelompok 1 juga dapet tugas mengingat dan menghafal baik-baik ko.
 S13 : Oh, gitu to Miss. Hehe, maaf.
 R : Ya, ga apa apa. Kamu dari kelompok 2 ya? Gimana, susah ga?
 S13 : Ya, susah. Tapi jadi gampang, kan tinggal menjodohkan.
 R : Ada yang asing ga vocabularynya?
 S13 : Ada beberapa, tapi kita kan masih bisa buka kamus dan diskusi dengan teman sebangku.
 R : Jadi, intinya ga ada masalah ya?
 S13 : Ya, so far so good Miss. Hehe

Interview transcript 16

Hari, tanggal : Selasa, 29 April 2014

Jam : 12.00-12.05

Tempat : R. Perpustakaan

Responden : C(Collaborator), S14 (siswa 14)

- R : Hai Adinda, tadi latihan vocabularynya susah ga?
 S14 : Ya, untuk kita kan memang paling susah Miss.
 R : Nah, kamu bisa menyelesaikannya tidak?
 S14 : Ya, dikit-dikit bisa. Tapi kan jawabannya kadang-kadang agak beda dengan kelompok lain.
 R : Ya, ga apa. Malah variatif, yang penting kan masih satu makna. .
 S14 : Oh, gitu to.
 R : Ya, terus kosakatamu nambah ga?
 S14 : Ya mba. Banyak yang belum tau jadi tau.
 R : Setelah mengerjakan latihan, kamu paham ga dengan teksnya?
 S14 : Iya, jadi lebih mudah dipahami mb.
 R : Good.

Interview transcript 17

Hari, tanggal : Jumat, 9 April 2014

Jam : 11.45-11.48

Tempat : R. Kelas

Responden : C(Collaborator), S15 (siswa 15)

- C : Hai Faza, bosan ga dengan tugas yang beda-beda?
 S15 : Ga, kan kadang-kadang tugasnya juga sama.
 C : Nah, apa yang kamu dapat dengan adanya tugas yang bervariasi?
 S15 : Ya, kita jadi tau kemampuan kita masing-masing. Membantu intinya.
 C : Sip deh, bagus.

Interview transcript 18

Hari, tanggal : Jumat, 9 Mei 2014

Jam : 11.45-11.48

Tempat : R. Kelas

Responden : R(Researcher), S6 (siswa 6)

- R : Billy, bosan ga tugasnya gini?
 S6 : Ga sama sekali, malah bisa meningkatkan prestasi belajar. Bisa belajar sendiri dan berusaha sendiriMba.
 R : Jadi lebih mandiri ya?
 S6 : Terus apa yang kamu senangdari tugasnya?
 R : Ya, saya dapat banyak hal, dapat kosa kata yang belum tau. Dapet lebih pokoknya.
 S6 : Oh, gitu to.
 R : Ya, terus kosakatamu nambah ga?
 S6 : Ya mba. Banyak yang belum tau jadi tau.
 R : Setelah mengerjakan latihan, kamu paham ga dengan teksnya?

- S6 : Iya, jadi lebih mudah dipahami mb.
 R : Good.

Interview transcript 19

Hari, tanggal : Jumat, 9 Mei 2014

Jam : 11.50-11.55

Tempat : R. Kelas

Responden : R(Researcher), S16 (siswa 16)

- R : Sauqi, gimana tadi materinya? Seru ga?
 S16 : Seru, Miss. Ada videonya, ada tulisan jalan juga. Jadi tau maksudnya.
 R : Ooh, menarik ya kalau ada videonya. Jadi, kamu paham ya? Terus teks yang lain tadi gimana?
 S16 : Ya, sama walaupun gak semenarik yang pertama. Tapi, tetep seneng ko, Miss. Kita dapet sesuatu yang baru. Ada saja yang beda.
 R : Bosan ga, dikasih banyak teks dan latihan?
 (Were you bored given some texts and exercises?)
 S16 : Ga, tapi cape. Hehehe. Ga papa ko Miss, kita jadi banyak berlatih menulis.

Interview transcript 20

Hari, tanggal : Jumat, 9 Mei 2014

Jam : 11.50-11.55

Tempat : R. Kelas

Responden : C(Collaborator), S17 (siswa 17)

- C : Fatoni, ya? Menurutmu tadi materinya gimana?
 S17 : Materinya mudah dipahami.
 C : Yang mana? Yang cupcakes atau oreo milkshake?
 S17 : Dua-duanya. Tapi lebih baik yang pertama, soalnya diputerin video, jadi jelas maksudnya..
 C : Bosen ga?
 S17 : Ga sama sekali.
 C : Ok, makasih

Interview transcript 21

Hari, tanggal : Rabu, 14 Mei 2014

Jam : 08.55-08.58

Tempat : R. Kelas

Responden : R(Researcher), S18 (siswa 18)

- R : De, gimana pembelajaran Bahasa Inggris hari ini?
 S18 : Ya,,bikin kita tambah menguasai kosa kata, miss. Makin bisa baca

- bahasa inggris.
- R : Kira-kira materinya sulit ga?
- S18 : Lumayan lah mba.
- R : Yang paling asyik apa hari ini? Pelajarannya gimana?
- S18 : Yang paling asyik ya kalau ngomongin makanan, prosedur teks. Hehehe.. Enak ko pelajarannya miss.
- R : Ya, mba rasa cukup. Thanks.
- S18 : You're welcome mba.

Interview transcript 22

Hari, tanggal : Rabu, 14 Mei 2014

Jam : 08.59-09.03

Tempat : R. Kelas

Responden : R(Researcher), S8 (siswa 8)

- R : De, sempat bingung ga kalau ngerjain tugas minggu-minggu lalu? Maksudnya tugasnya apa ga ta, gitu?
- S8 : Ya pernah.
- R : Alasannya kenapa?
- S8 : Secara tugasnya beda. Terus, ga tau arti perintahnya.
- R : Membantu ga, kalo mba bacakan lagi perintahnya dan menerjemahkan ke Indonesia?
- S8 : Pasti, Miss.Kita malah jadi tau kalo perintahnya ini berarti Inggrisnya gitu.

Interview transcript 23

Hari, tanggal : Rabu, 14 Mei 2014

Jam : 09.00-09.01

Tempat : R. Kelas

Responden : C(Collaborator), S9 (siswa 9)

- C : Menurutmu gimana dengan adanya mimic dan gesture?
- S9 : Mmm, kita jadi tau benar perintahnya apa.
- C : Jadi ga bingung kan?
- S9 :Pasti

STUDENTS' WORK

CR7 Ade itko
Pre-test

CR7 is my favorite Player football. He is about 30 years old. He is from Portugal. His Skin Colour is White. He have has Shoes NIKE. He is Top Player for ~~Real~~ football. He is have club is Real Madrid, he have many wife, Skin Colour hair is White, black, Pink.

Pre-test (tier 1)

Activity 5 Ade itko - Tier 1
Post-test 1

Make a simple descriptive text about your house.

My house

My house in Jl. Samirano No 91.

My house has window, door, bedroom, kitchen, toilet, bathroom. My bedroom is between toilet and kitchen. My room is small but I like it.

My house also has garage. It is big. I can save my bicycle/motorcycle/car in the garage.

title

introduction

description

Post-test 1(tier1)

No. _____
Date: _____

Ade Itko
7D No: 02

Post-test 2

Tier 1

☐ How To Make Fried Egg

☐ Ingredients:

☐ 1 egg

☐ 2 ~~egg~~ flatpan ~~frying pan~~

☐ 3 salt

☐ 4 oil

☐ How To make Fried Egg

☐ 1 First, Put oil ~~into~~ ^{into} flatpan and heat ^{it}.

☐ 2 Second, break egg and Put Egg into flatpan.

☐ 3 After that, flip egg until Fry.

☐ 4 Finally, serve ^{it}.

Post-test 2 (tier 1)

Pre-test Arina

Shofa Ismail

Shofa Ismail ^{is} my favorite brother. He is 18 years old.

He ^{is} ~~is~~ ^{a university student.} mahasiswa. He is kind. He is from SMAN Prambanan.

He ^{his} ~~his~~ ^{hobby} favorite ^{is} ~~is~~ ^{play} ~~play~~ ^{ing} Badminton. He ^{his} ~~his~~ ^{skin} ~~skin~~ ^{is} white.

He ^{his} ~~his~~ ^{the} ~~the~~ ^{oldest} brother. He has ~~5~~ ^{five} ~~brothers~~ ^{brothers}.

Pre-test (tier 2)

Activity 5

Make a simple descriptive text about your house.

Post-test 1

Arina
Tier 2

My House

My House has two floors in Jl. Nusa Indah, Karanganyar, Depok, Sleman. I. School in MTsN Yk 1. ? not connected

In the on House, there are 14 toilets, I has 9 bed rooms, in family room, I has bedroom contents is bed, a cup board, livingroom in clean, contents is chairs and tables, kitchen in clean. The bathroom is behind my room. livingroom is next to my sister's room.

Post-test 1 (tier2)

Nama: Arina Fadhillatika. 107 / UID

Tier 2

Post-test 2

How to make a Cup of tea

Ingredients :- Hot water.

- Spoon full of sugar.

- 1/2 teaspoon of tea.

Steps: First, put a 1/2 teaspoon of tea.

Then, put a spoonful of sugar.

Add, put a hot water.

After that, finally stir the mixture and serve.

Post-test 2 (tier 2)

Arina A

#Suho #

He-test

His full name is Kim joon myeon, you can call him Suho.

He was born on 22 May 1991, He is 176 cm tall, His religion is

Ateis. His Hobby is Acting and Golf, His works in S.M Entertainment,

His Favorite Music is Funk rock, favorite colour is purple, Film favorite is Pirates Of the Caribbean, favorite Food is Sushi.

He is the Leader and Leader Vocalist in EXO, He is like Football.

Pre-test (tier 3)

Activity 5

Make a simple descriptive text about your house.

Rina A
Post-test 1

Tier 3

MY HOUSE

→ title

My house is on Jl. A.M. Sangaji. I live a simple house. I live with my parents.

→ introduction

In my house, there are only two rooms, one bathroom, living room, and ~~kitchen~~ kitchen. My room ~~is~~ was spacious. My parents room is also spacious. In many kitchen cookware. In the living room, there are chairs, tables, and computer. I do ~~homework~~ homework there. My house is a beautiful. I love my house.

→ description

Post-test 1 (tier 3)

Nama: Rina Alintya .F.

Nama: 29

Kelas: VIII D

Kelompok = 3

Post-test 2

How to make

Juicy pineapple juice

ingredient:

- A piece of pineapple
- Water
- Sugar
- Ice cubes

steps:

1. Cut up a pineapple.
2. Put the pineapple into a blender.
3. Pour half a glass of water into the blender.
4. Add a spoonful of sugar.
5. Add some ice cubes.
6. Turn on the blender, ~~blend~~ blend them for several minutes.
7. Now, your juice is ready to be served.

Post-test 2 (tier 3)

THE SCORES OF STUDENTS' WRITING

No.	Name	Pretest	Post test 1	Post test 2
1	Abid Tsabitul Azmi	41.66	54.16	70.83
2	Ade Itko Mahendratta	37.5	62.5	66.66
3	Adinda Rahmawati	45.83	62.5	79.16
4	Agil Arianingsih	25	58.33	58.33
5	Alif Muhammad Wap	41.66	62.5	70.83
6	Amanda Artamevia	41.66	54.16	70.83
7	Arina Fadilaatika	41.66	50	70.83
8	Dewan Billy Bramesta P	37.5	45.83	58.33
9	Dewi Kurniawati	50	50	54.16
10	Diah Ayu Kuswardani	45.83	62.5	70.83
11	Elisa Yuliana	58.33	58.33	66.66
12	Endra Setiawan	41.66	58.33	54.16
13	Fahra Haniska	25	37.5	37.5
14	Faizaturrohman	41.66	50	79.16
15	Fasya Suci Restia	41.66	66.66	66.66
16	Fatima Ridawati H	41.66	50	70.83
17	Fatoni Mardiansyah	33.33	45.83	62.5
18	Faza Ulinnuqo	50	50	66.66
19	Garinda Nurul Syaharani	45.83	62.5	62.5
20	Ghaniy Armyandita	41.66	70.83	70.83
21	Hasan Ahmad Alda	41.66	50	62.5
22	Indah Karminia N	37.5	58.33	62.5
23	M.Kafila Ardhimas A	37.5	41.66	54.16
24	Maudy Khodijah Y	33.33	62.5	62.5
25	M. Fikri Alwani	41.66	50	66.66
26	M. Fahmi Fuady	41.66	45.83	54.16
27	Rayhan Fitra Elfaras	37.5	50	66.66
28	Rina Alintiya F	50	66.66	70.83
29	Sauqi Biru Fitria	62.5	62.5	79.16
30	Siti Afifah	45.83	70.83	79.16
31	Zulfikar Maulana	37.5	45.83	66.66
	Mean	41.79	55.37	65.58
	Max	62.5	70.83	79.16
	Min	25	37.5	37.5
	SD	8.70	9.18	10.14

Nb. White : tier 1: 11 students

Yellow: tier 2: 11 students

Red : tier 3: 9 students

Interest questionnaire

There are some of the topics we will be studying in descriptive and procedure texts. We want to know what you want to learn about. List your choices.

Describing people

1.

2.

Describing places

1.

2.

Describing animals

1.

2.

How to make something

1.

2.

How to operate something

1.

2.

Readiness questionnaire

What is the descriptive text?

What is the procedure text?

Questionnaire

Nama :

No. :

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas?

Questionnaire

Nama :

No. :

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas?

The Result of Interest Questionnaire

Describing People		Describing Place	
Raul Muralanto	1	Mosque	12
Putu Gede Suni	1	Basketball field	1
David Beckham	1	Malioboro	2
L Messi	2	Eiffel	3
Fatin Shidqiya	5	Bali	1
Bastian	1	Depok beach	1
Cindy Cristina	1	Mountain merapi	1
Morro Geisha	1	Bali	1
Sivia Azizah	1	Samosir	1
Dimas Anggara	1	Kuta	1
Taylor Swift	2	Ancol	1
Demi Lavato	1	Jatim park	1
Maher Zain	1	Beach	2
Prophet Muhammad	11	School	5
James Owen	1	Seoul	1
Suho Exo	1	Class VII D	1
Chanyeol	1	Library	2
Zyan Malik	2	Temple	1
Raisa	1	Home	4
CR 7	4	Bookstore	1
Neymar	1	Museum	2
Xabi Alonso	1	Prambanan	1
Mezut Ozil	1	Dieng	1
All Ghozali	1	Parangtritis	1
Alm. Nike Ardilla	1	Game Online	2
Yuka	1	Gramedia Bookstore	1
Suju	1		
Alm. Lugwid Van	1		
One Direction	1		
Gareth Ball	1		

Cont.

How to make something		How to operate something	
Ball	1	HP	8
Pizza	1	TV	2
Shotgun	1	Laptop	4
Plane	1	Motor cycle	1
Steak	1	Rice cooker	2
Humburger	1	Oven	1
Soup	3	Computer	12
Meatball	2	Camera	6
Salad	2	Washing machine	3
Ice cream	2	FB	1
Chicken soup	2	Bicycle	3
Doll	2	Van	1
Chicken noodle	1	Ipad	1
Fried chicken	7	Android	1
Toys	1	Plane	1
Cup cake	6	Shotgun	1
Blackforest	2		
Fried rice	3		
Laptop	1		
Bakery	1		
Picture	1		
Origami	2		
Noodle	1		
Fried bananas	1		
Candy	2		
What's app	1		
Game OL	1		

The Result of Pre-test

Tier 1 (11)	Tier 2 (11)	Tier 3 (9)
Billy 8	M.Kafila 23	Elisa 11
Agil 4	Zulfikar 32	Rina 29
Fatoni 7	Hasan A 21	Adinda 3
Ade 2	Sauqi	Amanda 6
Abid 1	Rayhan 28	Dewi K 9
Endra 12	Alif M 5	Siti A 31
Fahra 13	Arina 7	Garinda 19
Fatima 16	Fasya 15	Fazi U 18
Fatoni 17	Indah 22	Dyah 10
Faza 18	Gani Y 20	
M.fikri 25	Faizaturrohmah 14	
Maudy 24		

Nama: Arina fadhilaatika
 kelas: VII D
 No Absen: 07

Interest questionnaire

There are some of the topics we will be studying in descriptive and procedure texts. We want to know what you want to learn about. List your choices.

Describing people

1. Nabi Muhammad Saw
2. Maher Zain

Describing places (tempat)

1. Mousque
2. ~~the~~ school

Describing animals

1. —
2. —

How to make something

1. How to make doll
2. How to make chicken noodle

How to operate something

1. How to operate camera
2. How to operate Handphone

Readiness questionnaire

What is the descriptive text?

To descriptive about

What is the procedure text?

To tell

Nama: Rina Alintya F.

Nomer: 29

Kelas: VII D

Interest questionnaire

There are some of the topics we will be studying in descriptive and procedure texts. We want to know what you want to learn about. List your choices.

Describing people

1. Suho (EXO)
2. Chanyeol (EXO)

Describing places

1. Seoul City
2. Class VII D

Describing animals

1. Cat
2. Hamsters

How to make something

1. Cup Cake → How to make cup cake
2. Blackforest

How to operate something

1. Handphone
2. Computer

Readiness questionnaire

What is the descriptive text?

Mendeskripsikan sesuatu entah itu benda maupun makhluk hidup

What is the procedure text?

Bagaimana cara membuat roti rasa Blackforest

Name: Ade Idris M

Class: 7D

No: 2

Interest questionnaire

There are some of the topics we will be studying in descriptive and procedure texts. We want to know what you want to learn about. List your choices.

Describing people

1. CR7

2. Nabi Muhammad SAW

Describing places

1. Mosque

2. Game Online

Describing animals

1. Cat

2. T-rex

How to make something

1. How to make fried rice

2. — / — Laptop

How to operate something

1. How to operate ~~car~~ Computer

2. — / — bicycle

Readiness questionnaire

What is the descriptive text?

What is the procedure text?

Nama : Agil Ariani ngasih

No. : 4

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

Ya, karena kita dapat meningkatkan belajarnya.

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

Ya, karena dapat mendapat nilai bagus.

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

tidak

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?

Ya, karena bukan menjadi terlambat.

Nama : Faza Ulin Nisao

No. : 18

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

Iya, karena banyak kosa kata yg baru, jadi saya bisa tahu artinya.

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

Iya, karena bisa mengetahui kemampuan - kemampuan kami

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

Tidak, saya malah merasa terbantu

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?

Ya, karena bertambah kosa katanya.

Nama : Rina Alintya F.

No. : 29.

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

Iya, karena setiap hari saya mengerjakan soal dari mbak tatik, dan saya menjadi suka bahasa Inggris.

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

Iya, karena kosa kata saya bertambah menjadi banyak.

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

Tidak, justru saya sangat senang jika disuruh mengerjakan soal.

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?

Ya, karena setiap belajar bahasa Inggris kita mengerjakan soal bersama dan menulis bersama.

Nama : AMANDA A-M

No. : 06 (enam)

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

Ya, karena tiered Activity memotivasi saya dengan soal -
soal yg berbeda-beda dan menambah kosa kata "

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

Ya, agar memperbanyak kosakata bahasa Inggris

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

Tidak

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?

Ya, karena guru nya enak dan soal - soalnya beda - beda

Nama : Arina fadhilaatika

No. : 07 kelas = VII D

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

Ya, karena mendapatkan kosa kata tambahan, mengajarnya
asik jadi cepat dimengerti.

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

Ya, karena PR yg dikerjakan beda - beda.

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

Tidak.

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?

Ya, karena sudah mulai bisa menulis bhs Inggris.
tanpa bertanya

Nama : Dewan Billy BP

No. : 08

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

Ya, karena kita bisa harus memikir sendiri jadi gak bisa nyontek

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

Ya, karena meningkat kan prestasi belajar diri sendiri

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

Tidak,

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?

Ya, karena harus berusaha sendiri

Nama : Faizaturrohman

No. : 14

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?
iya, karena sangat mengasikan dan seru
2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?
iya, karena belajar saya meningkat
3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?
tidak
4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?
iya, karena jadi pada semangat belajar

Nama : Garinda Nurul Syaharani

No. : 019

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?
iya, karena ~~dengan~~ dengan adanya Tiered Activity ilmu bahasa Inggris ku semakin banyak dan lama-kelamaan saya suka bahasa Inggris.
2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?
iya, karna saya bisa mendapatkan 2 pelajaran bahasa Inggris dan pelajaran yang lalu bisa teringat lagi.
3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?
Tidak ~~tidak~~, justru dengan adanya perbedaan kelompok, kita bisa membantu kelompok yang tidak bisa.
4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?
iya, saya menjadi semangat lagi untuk belajar bahasa Inggris.

Nama : Indah Karminia N.

No. : 22

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

ya.
karena banyak tugas yg diberikan

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

ya
karena mendapat lebih banyak kata bahasa Inggris

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

Tidak

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?

ya, karena: pikiran terlatih, dan pengucapan juga terlatih

Nama : Sauci Biru Fitria

No. : 30

1. Apakah Tiered Activity meningkatkan motivasi belajar Anda? Mengapa?

Iya, karena menambah kosak kata serta ~~saat~~ sebagai pengajarkannya enak seru

2. Apakah Anda merasa terbantu dengan adanya Tiered Activity? Mengapa?

Iya, karena menambah kosak kata buat saya

3. Apakah Anda merasa terpinggirkan dengan adanya Tiered Activity?

Tidak, itu adalah tantangan buat saya

4. Apakah Tiered Activity meningkatkan pembelajaran writing di kelas? Mengapa?

Iya, saya bisa lebih aktif dan lebih akrab dg teman.

⇒ sukses ← 😊

OBSERVATION SHEET OF THE TEACHING AND LEARNING PROCESS

No : 1

Cycle : 1

Meeting : 1

Day/ Date : April 16th, 2014

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Filled by the collaborators

No.	Observation Items	Yes/No	Comments
1.	Opening <ul style="list-style-type: none"> •The teacher greets the students and asks their condition •The students respond to the teacher •The teacher asks a student to lead player •The teacher checks the attendance •The teacher brushes up at glance the last materials •The teacher explains the objective of the teaching 	√ √ √ √ x √	
2.	Main Activity <ul style="list-style-type: none"> • The students are ready to learn • The students read/ listen a modeling text • The students identify the language functions, texts and vocabulary • The teacher gives the explanation • The teacher gives a chance to the students to ask questions or give opinions • The teacher checks the students' understanding • The teacher divides the students into 	√ √ √ √ √ √	

	some groups <ul style="list-style-type: none"> • The teacher explains the task given • The students discuss the task given with their friends • The students use dictionaries during the class 	√ √ √ √	
3	Closing <ul style="list-style-type: none"> • The teacher summarizes the materials given • The teacher gives a homework • The teacher gives reflection toward the teaching and learning process • The teacher gives a preview of the upcoming materials 	√ √ √ √	
4	Class situation <ul style="list-style-type: none"> • The students are highly motivated to study • All students are involved in the writing learning process • Above-level students do not dominated the classroom • The students understand the materials well 	√ √ √ √	
5	Media <ul style="list-style-type: none"> • The teacher uses media in teaching learning process • The media support the teaching learning process • The media assist students in comprehending the material • The media motivate the students 	√ √ √ √	
6	Worksheet <ul style="list-style-type: none"> • The instructions are clear and understandable • The task is related to the theme • There is sufficient allocated time for doing the task. 	√ √ x	

OBSERVATION SHEET OF THE TEACHING AND LEARNING PROCESS

No : 2

Cycle : 1

Meeting : 2

Day/ Date : April 29th, 2014

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Filled by the collaborators

No.	Observation Items	Yes/No	Comments
1.	Opening <ul style="list-style-type: none"> •The teacher greets the students and asks their condition •The students respond to the teacher •The teacher asks a student to lead player •The teacher checks the attendance •The teacher brushes up at glance the last materials •The teacher asks whether there is any question about the last materials •The teacher explains the objective of the teaching 	√ √ √ √ √ x √	
2.	Main Activity <ul style="list-style-type: none"> • The students are ready to learn • The students read/ listen a modeling text • The students identify the language functions, texts and vocabulary • The teacher gives the explanation • The teacher gives a chance to the students to ask questions or give opinions • The teacher checks the students' 	√ √ √ √ √	

	<p>understanding</p> <ul style="list-style-type: none"> • The teacher divides the students into some groups • The teacher explains the task given • The students discuss the task given with their friends • The students use dictionaries during the class 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	
3	<p>Closing</p> <ul style="list-style-type: none"> • The teacher summarizes the materials given • The teacher gives a homework • The teacher gives reflection toward the teaching and learning process • The teacher gives a preview of the upcoming materials 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
4	<p>Class situation</p> <ul style="list-style-type: none"> • The students are highly motivated to study • All students are involved in the writing learning process • Above-level students do not dominated the classroom • The students understand the materials well 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
5	<p>Media</p> <ul style="list-style-type: none"> • The teacher uses media in teaching learning process • The media support the teaching learning process • The media assist students in comprehending the material • The media motivate the students 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
6	<p>Worksheet</p> <ul style="list-style-type: none"> • The instructions are clear and understandable • The task is related to the theme • There is sufficient allocated time for doing the task. 	<p>√</p> <p>√</p> <p>√</p>	

OBSERVATION SHEET OF THE TEACHING AND LEARNING PROCESS

No : 3

Cycle : 1

Meeting : 3

Day/ Date : Mei 9th, 2014

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Filled by the collaborators

No.	Observation Items	Yes/No	Comments
1.	Opening <ul style="list-style-type: none"> •The teacher greets the students and asks their condition •The students respond to the teacher •The teacher asks a student to lead player •The teacher checks the attendance •The teacher brushes up at glance the last materials •The teacher explains the objective of the teaching 	√ √ x √ √ √	
2.	Main Activity <ul style="list-style-type: none"> • The students are ready to learn • The students read/ listen a modeling text • The students identify the language functions, texts and vocabulary • The teacher gives the explanation • The teacher gives a chance to the students to ask questions or give opinions • The teacher checks the students' understanding • The teacher divides the students into 	√ √ √ √ √ √	

	some groups <ul style="list-style-type: none"> • The teacher explains the task given • The students discuss the task given with their friends • The students use dictionaries during the class 	√ √ √ √	
3	Closing <ul style="list-style-type: none"> • The teacher summarizes the materials given • The teacher gives a homework • The teacher gives reflection toward the teaching and learning process • The teacher gives a preview of the upcoming materials 	√ √ √ √	
4	Class situation <ul style="list-style-type: none"> • The students are highly motivated to study • All students are involved in the writing learning process • Above-level students do not dominated the classroom • The students understand the materials well 	√ √ √ √	
5	Media <ul style="list-style-type: none"> • The teacher uses media in teaching learning process • The media support the teaching learning process • The media assist students in comprehending the material • The media motivate the students 	√ √ √ √	
6	Worksheet <ul style="list-style-type: none"> • The instructions are clear and understandable • The task is related to the theme • There is sufficient allocated time for doing the task. 	√ √ √	

OBSERVATION SHEET OF THE TEACHING AND LEARNING PROCESS

No : 4

Cycle : 2

Meeting : 4

Day/ Date : Mei 14th, 2014

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Filled by the collaborators

No.	Observation Items	Yes/No	Comments
1.	Opening <ul style="list-style-type: none"> •The teacher greets the students and asks their condition •The students respond to the teacher •The teacher asks a student to lead player •The teacher checks the attendance •The teacher brushes up at glance the last materials •The teacher explains the objective of the teaching 	✓ ✓ ✓ ✓ ✓ ✓	
2.	Main Activity <ul style="list-style-type: none"> • The students are ready to learn • The students read/ listen a modeling text • The students identify the language functions, texts and vocabulary • The teacher gives the explanation • The teacher gives a chance to the students to ask questions or give opinions • The teacher checks the students' understanding • The teacher divides the students into 	✓ ✓ ✓ ✓ ✓ ✓	

	some groups <ul style="list-style-type: none"> • The teacher explains the task given • The students discuss the task given with their friends • The students use dictionaries during the class 	√ √ √ √	
3	Closing <ul style="list-style-type: none"> • The teacher summarizes the materials given • The teacher gives a homework • The teacher gives reflection toward the teaching and learning process • The teacher gives a preview of the upcoming materials 	√ √ √ √	
4	Class situation <ul style="list-style-type: none"> • The students are highly motivated to study • All students are involved in the writing learning process • Above-level students do not dominated the classroom • The students understand the materials well 	√ √ √ √	
5	Media <ul style="list-style-type: none"> • The teacher uses media in teaching learning process • The media support the teaching learning process • The media assist students in comprehending the material • The media motivate the students 	√ √ √ √	
6	Worksheet <ul style="list-style-type: none"> • The instructions are clear and understandable • The task is related to the theme • There is sufficient allocated time for doing the task. 	√ √ √	

OBSERVATION SHEET OF THE TEACHING AND LEARNING PROCESS

No : 5

Cycle : 2

Meeting : 5

Day/ Date : Mei 16th, 2014

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Filled by the collaborators

No.	Observation Items	Yes/No	Comments
1.	Opening <ul style="list-style-type: none"> • The teacher greets the students and asks their condition • The students respond to the teacher • The teacher asks a student to lead player • The teacher checks the attendance • The teacher brushes up at glance the last materials • The teacher explains the objective of the teaching 	√ √ x √ √ √	
2.	Main Activity <ul style="list-style-type: none"> • The students are ready to learn • The students read/ listen a modeling text • The students identify the language functions, texts and vocabulary • The teacher gives the explanation • The teacher gives a chance to the students to ask questions or give opinions • The teacher checks the students' 	√ √ √ √ √ √	

	<p>understanding</p> <ul style="list-style-type: none"> • The teacher divides the students into some groups • The teacher explains the task given • The students discuss the task given with their friends • The students use dictionaries during the class 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
3	<p>Closing</p> <ul style="list-style-type: none"> • The teacher summarizes the materials given • The teacher gives a homework • The teacher gives reflection toward the teaching and learning process • The teacher gives a preview of the upcoming materials 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
4	<p>Class situation</p> <ul style="list-style-type: none"> • The students are highly motivated to study • All students are involved in the writing learning process • Above-level students do not dominated the classroom • The students understand the materials well 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
5	<p>Media</p> <ul style="list-style-type: none"> • The teacher uses media in teaching learning process • The media support the teaching learning process • The media assist students in comprehending the material • The media motivate the students 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
6	<p>Worksheet</p> <ul style="list-style-type: none"> • The instructions are clear and understandable • The task is related to the theme • There is sufficient allocated time for doing the task. 	<p>√</p> <p>√</p> <p>√</p>	

OBSERVATION SHEET OF THE TEACHING AND LEARNING PROCESS

No : 6

Cycle : 2

Meeting : 6

Day/ Date : Mei 20th, 2014

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Filled by the collaborators

No.	Observation Items	Yes/No	Comments
1.	Opening <ul style="list-style-type: none"> •The teacher greets the students and asks their condition •The students respond to the teacher •The teacher asks a student to lead player •The teacher checks the attendance •The teacher brushes up at glance the last materials •The teacher explains the objective of the teaching 	√ √ √ √ √ √	
2.	Main Activity <ul style="list-style-type: none"> • The students are ready to learn • The students read/ listen a modeling text • The students identify the language functions, texts and vocabulary • The teacher gives the explanation • The teacher gives a chance to the students to ask questions or give opinions • The teacher checks the students' understanding • The teacher divides the students into 	√ √ √ √ √ √	

	some groups <ul style="list-style-type: none"> • The teacher explains the task given • The students discuss the task given with their friends • The students use dictionaries during the class 	√ √ √ √	
3	Closing <ul style="list-style-type: none"> • The teacher summarizes the materials given • The teacher gives a homework • The teacher gives reflection toward the teaching and learning process • The teacher gives a preview of the upcoming materials 	√ √ √ √	
4	Class situation <ul style="list-style-type: none"> • The students are highly motivated to study • All students are involved in the writing learning process • Above-level students do not dominated the classroom • The students understand the materials well 	√ √ √ √	
5	Media <ul style="list-style-type: none"> • The teacher uses media in teaching learning process • The media support the teaching learning process • The media assist students in comprehending the material • The media motivate the students 	√ √ √ √	
6	Worksheet <ul style="list-style-type: none"> • The instructions are clear and understandable • The task is related to the theme • There is sufficient allocated time for doing the task. 	√ √ √	

PHOTOGRAPHS



Figure 1: The researcher walked around to see students' progress.



Figure 2: The students wrote their answer on the whiteboard.



Figure 3: The researcher explained the content of the video.



Figure 4: Students looked for the meaning of words by opening a dictionary.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Masrah Karangasem, Yogyakarta 55181 ☎ 02741 511943, 540221 Fax. 02741 540221
http://www.uniyog.ac.id/

0000022013
16.06.2011

Nomor : 1048A/12N.34.12/07/X/2013
Lampiran : -
Hal : Permohonan Izin Observasi

4 November 2013

Kepada Yth.
Kepala MTs. Negeri Yogyakarta I

Kami bertahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Using Tiered Activity as a Technique to Improve the Writing Learning Process of the Seventh Grade Students of MTs. Negeri Yogyakarta I in The Academic Year of 2013/2014

Mahasiswa dimaksud adalah :

Nama	: TATIK SOPHATI
NIM	: 10202241021
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: November 2013
Lokasi Observasi	: MTs. Negeri Yogyakarta I.

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kanselir Pendidikan FBS



Indah Prati Utami, S.E.
NIM 10470704 199312 2 001



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRMFBS/33-01
10 Jan 2011

Nomor : 0188f/UN.34.12/DT/II/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

13 Februari 2014

Kepada Yth.
Walikota Yogyakarta
c.q. Kepala Dinas Perizinan Kota Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

USING TIERED ACTIVITY AS A TECHNIQUE TO IMPROVE THE WRITING LEARNING PROCESS OF THE SEVENTH GRADE STUDENTS OF MTs NEGERI 1 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : TATIK SOFIATI
NIM : 10202241021
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – April 2014
Lokasi Penelitian : MTs Negeri 1 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala MTs Negeri 1 Yogyakarta



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
 YOGYAKARTA 55213

operator2@yahoo.com

SURAT KETERANGAN / IJIN

070/REG/IV/353/2/2014

Membara Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **0188F/UN.34.12/DT/III/2014**
 Tanggal : **13 FEBRUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

Mengingat :

1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **TATIK SOFIATI** NIP/NIM : **10202241021**
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
 Judul : **USING TIERED ACTIVITY AS ATECHNIQUE TO IMPROVE THE WRITING LEARNING PROCESS OF THE SEVETH GRADE STUDENTS OF MTS NEGERI 1 YOGYAKARTA IN THE ACADEMIK YEAR OF 2013/2014**
 Lokasi : **KANWIL KEMENTRIAN AGAMA DIY**
 Waktu : **13 FEBRUARI 2014 s/d 13 MEI 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **13 FEBRUARI 2014**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
 Ub.

Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI SLEMAN C.Q KA. BAKESBANGLINMAS SLEMAN
3. KANWIL KEMENTRIAN AGAMA DIY
4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 933 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/895/2014
Hal : Rekomendasi Penelitian

Tanggal : 11 Maret 2014

MENGIZINKAN :

Kepada :
Nama : TATIK SOFIATI
No.Mhs/NIM/NIP/NIK : 10202241021
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
Alamat Rumah : Karangjati, sampang, Cilacap
No. Telp / HP : 085227171131
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**USING TIERED ACTIVITY AS ATECHNIQUE TO IMPROVE THE WRITING
LEARNING PROCESS OF THE SEVETH GRADE STUDENT OF MTs
NEGERI 1 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**
Lokasi : MTs N Yogyakarta 1
Waktu : Selama 3 bulan mulai tanggal: 11 Maret 2014 s/d 11 Juni 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 11 Maret 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kepala Kantor Kementerian Agama Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Mlati
6. Ka. MTs N Yogyakarta 1